

2025 SENATE APPROPRIATIONS

SB 2019

DEPARTMENT 270 - DEPARTMENT OF CAREER AND TECHNICAL EDUCATION 2025-27 BASE-LEVEL BUDGET

Base Budget - Summary

| | <u>Base Level</u> |
|--|-------------------|
| Salaries and wages | \$5,118,145 |
| Operating expenses | 3,046,350 |
| Grants | 11,507,349 |
| Grants - secondary | 41,537,780 |
| Marketplace for kids | 300,000 |
| Science, technology, engineering, and mathematics initiative | 100,000 |
| Adult farm management | 1,706,138 |
| Workforce training | <u>2,500,000</u> |
| Total all funds | \$65,815,762 |
| Less other funds | <u>14,500,485</u> |
| Total general fund | \$51,315,277 |
| Full-time equivalent (FTE) positions | 23.50 |

Selected Base Budget Information

| | General Fund | Other Funds | Total |
|---|-----------------|----------------|--------------|
| 1. Includes funding for salaries and wages of 23.50 FTE positions, of which \$699,028 is from federal funds. There is no funding for temporary salaries in the agency's base budget. | \$4,419,117 | \$699,028 | \$5,118,145 |
| 2. Includes funding for operating expenses, primarily related to professional supplies and materials, travel, information technology data processing, and professional fees and services. Of the other funds, \$2,139,134 is from federal funds and \$154,974 is from the agency's operating fund. The agency has no other special funds. | \$752,242 | \$2,294,108 | \$3,046,350 |
| 3. Includes federal funding for grants in the grants line item for career and technical education expenses at secondary schools and area career and technical centers, of which \$10,885,976 is from Carl Perkins grant funding, \$275,000 is from mine safety grant funding, and \$346,373 is for an apprenticeship program in partnership with Lake Region State College | \$0 | \$11,507,349 | \$11,507,349 |
| 4. Includes funding in the grants - secondary line item for career and technical education expenses at secondary schools and area career and technical centers. Of this amount, \$3.5 million was added beginning in the 2023-25 biennium for the cost to continue career and technical education reimbursement rates at schools (27 percent) and area career and technical centers (40 percent) and \$9.5 million was added for new and expanding secondary career and technical education programs. | \$41,537,780 | \$0 | \$41,537,780 |
| 5. Of the \$41.5 million in the grants - secondary line item, \$1.5 million is for the reimbursement of up to 50 percent of salaries for 16 work-based learning coordinators at area career and technical centers | \$1,500,000 | \$0 | \$1,500,000 |
| 6. Of the \$41.5 million in the grants - secondary line item, \$200,000 is for emerging technology grants to schools and area and career technical centers | \$200,000 | \$0 | \$200,000 |
| 7. Includes funding for Marketplace for Kids grants | \$300,000 | \$0 | \$300,000 |
| 8. Includes funding for science, technology, engineering, and mathematics (STEM) initiative grants | \$100,000 | \$0 | \$100,000 |
| 9. Includes funding for the adult farm management program to provide financial and production recordkeeping education for active agriculture producers | \$1,706,138 | \$0 | \$1,706,138 |
| 10. Includes funding for workforce training grants to an organization assisting North Dakota state colleges to provide workforce training and education, of which \$500,000 is for defraying salaries and wages expenses of the organizations' employees | \$2,500,000 | \$0 | \$2,500,000 |

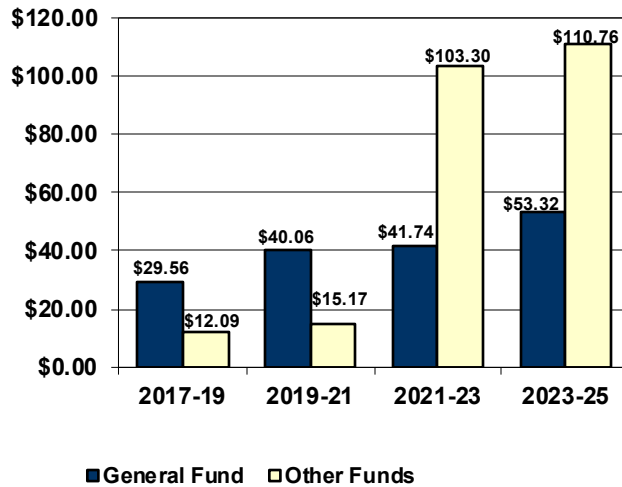
Continuing Appropriations

There are no continuing appropriations for this agency.

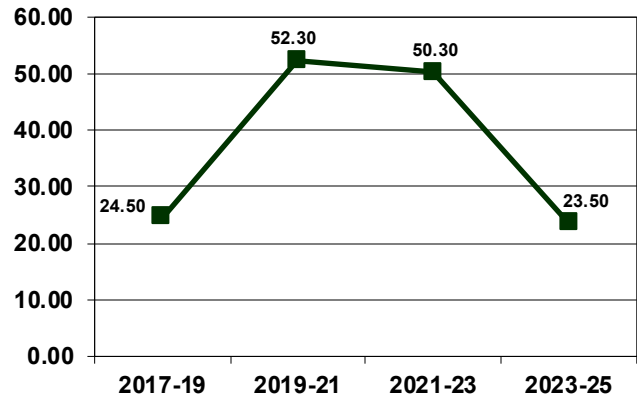
Historical Appropriations Information

Agency Appropriations and FTE Positions

Agency Funding (Millions)



FTE Positions



Ongoing General Fund Appropriations

| | 2015-17 | 2017-19 | 2019-21 | 2021-23 | 2023-25 |
|---|--------------|---------------|--------------|--------------|--------------|
| Ongoing general fund appropriations | \$31,698,298 | \$29,306,283 | \$40,064,988 | \$41,735,063 | \$51,315,277 |
| Increase (decrease) from previous biennium | N/A | (\$2,392,015) | \$10,758,705 | \$1,670,075 | \$9,580,214 |
| Percentage increase (decrease) from previous biennium | N/A | (7.5%) | 36.7% | 4.2% | 23.0% |
| Cumulative percentage increase (decrease) from 2015-17 biennium | N/A | (7.5%) | 26.4% | 31.7% | 61.9% |

Major Increases (Decreases) in Ongoing General Fund Appropriations

2017-19 Biennium

1. Removed 1 FTE assistant program supervisor position and related funding of \$157,200 and 1 FTE program coordinator position (funding of \$171,382 from the general fund for this position was removed as part of the August 2016 budget reductions) (\$157,200)
2. Restored salaries and wages funding from the general fund removed as part of the August 2016 budget reductions \$168,618
3. Adjusted funding for postsecondary grants, including a \$290,500 transfer from the postsecondary grants line item to the grants line item for STEM grants related to K-12 education (\$364,906)
4. Adjusted funding for adult farm management grants (\$80,616)
5. Adjusted funding for workforce training grants to provide total funding of \$2 million from the general fund (\$803,500)
6. Adjusted funding for state-funded grants, including a \$290,500 transfer from the postsecondary grants line item to the grants line item for STEM grants related to K-12 education (\$883,934)
7. Removed ongoing funding for the Marketplace for Kids program (funding of \$300,000 was added as a one-time appropriation, of which \$250,000 was from the general fund and \$50,000 was from the foundation aid stabilization fund) (\$250,000)

2019-21 Biennium

1. Removed 1 FTE assistant program supervisor position (\$159,737)
2. Added 28.80 FTE positions and related operating expenses for the Center for Distance Education (CDE) transferred from the Information Technology Department, including \$102,759 from the general fund for new CDE enrollments. The total amount added was \$9,068,816, of which \$3,050,000 was from the independent study operating fund. \$6,018,816
3. Added funding for grants to school districts and area centers to provide total ongoing funding from the general fund of \$23,246,580 \$2,427,000

4. Reduced funding for part-time adult postsecondary grants (\$40,000) and STEM infusion grants (\$180,000) (\$220,000)
5. Reduced funding for postsecondary grants to provide a total of \$256,982 (\$25,818)
6. Reduced funding for adult farm management grants to provide a total of \$1,894,249 (\$250,000)
7. Added funding for the Marketplace for Kids program \$300,000
8. Added funding for new and expanding secondary programs \$1,150,000
9. Added funding for cost to continue to maintain current reimbursement rates for the department's center expenditures, including instructor salaries and supplies \$1,000,000

2021-23 Biennium

1. Removed 1 FTE assistant program supervisor position and 1 FTE administrative assistant II position (\$292,614)
2. Added funding for the cost to continue career and technical education course cost reimbursement rates at schools (27 percent) and area career and technical centers (40 percent) \$1,250,000
3. Added funding for new and expanding secondary programs \$1,000,000
4. Removed funding for postsecondary grants to eliminate the program (\$256,982)
5. Reduced funding for adult farm management grants to provide a total of \$1,706,138 (\$188,111)

2023-25 Biennium

1. Added funding for 2 FTE program supervisor positions \$394,874
2. Added funding for the cost to continue career and technical education course cost reimbursement rates at schools (27 percent) and area career and technical centers (40 percent) \$3,500,000
3. Added funding for new and expanding secondary programs \$9,500,000
4. Added funding for grants to schools for work-based learning coordinators. This would fund approximately eight coordinators across the state, primarily located at area career and technical centers. \$1,500,000
5. Added funding for emerging technology grants to provide a total of \$1,175,400 from the general fund \$200,000
6. Removed funding for CDE, including 28.80 FTE positions, to authorize CDE to become a separate state agency under the supervision of the Superintendent of Public Instruction (\$6,411,254)
7. Added funding for workforce training grants to provide a total of \$2.5 million from the general fund \$500,000

One-Time General Fund Appropriations

| | 2015-17 | 2017-19 | 2019-21 | 2021-23 | 2023-25 |
|--------------------------------------|---------|-----------|---------|---------|-------------|
| One-time general fund appropriations | \$0 | \$250,000 | \$0 | \$0 | \$2,000,000 |

Major One-Time General Fund Appropriations

2017-19 Biennium

1. Marketplace for Kids program \$250,000

2019-21 Biennium

- None \$0

2021-23 Biennium

- None \$0

2023-25 Biennium

1. Statewide area and career center initiative grant program line of credit accrued interest \$2,000,000



Department of Career and Technical Education
Department No. 270
2025 Senate Bill No. 2019

EXECUTIVE BUDGET RECOMMENDATION
2025-27 BIENNIUM

Budget Summary

| | FTE Positions | General Fund | Other Funds | Total |
|---------------------------------|----------------------|---------------------|--------------------|--------------|
| Executive budget recommendation | 23.50 | \$59,828,157 | \$17,435,093 | \$77,263,250 |
| Base level | 23.50 | 51,315,277 | 14,500,485 | 65,815,762 |
| Increase (decrease) | 0.00 | \$8,512,880 | \$2,934,608 | \$11,447,488 |
| Percentage increase (decrease) | 0.0% | 16.6% | 20.2% | 17.4% |

NOTE:

More detailed information on the executive budget recommendation is attached as Appendix A.

A copy of the draft appropriations bill reflecting the executive budget recommendation is attached as Appendix B.

Selected Highlights

- Adds \$261,195, of which \$242,928 is from the general fund and \$18,267 is from federal funds, for salary increases of up to 4 percent effective July 1, 2025, and 3 percent effective July 1, 2026
- Adds \$144,127, of which \$134,611 is from the general fund and \$9,516 is from federal funds, for a health insurance premium increase of \$250 per month (15.2 percent), from \$1,643 to \$1,893, per employee
- Adds \$543,726, of which \$524,832 is from the general fund and \$18,894 is from federal funds, to replace the 2023-25 biennium new FTE pool (\$394,874) and vacant FTE pool (\$148,852)
- Adds \$2.5 million from federal funds for grants to schools for career and technical education programs
- Adds \$4 million from the general fund for the cost to continue career and technical education reimbursement rates at schools (27 percent) and area career and technical centers (40 percent)
- Adds \$3 million from the general fund for new and expanding secondary career and technical education programs
- Adds \$500,000 from the general fund for grants to schools for work-based learning coordinators to provide a total of \$2 million from the general fund for the program
- Adds \$100,000 from the general fund for the Marketplace for Kids program to provide a total of \$400,000 from the general fund

Deficiency Appropriations

There are no deficiency appropriations recommended in the executive budget for this agency.

Significant Audit Findings

The operational audit of the Department of Career and Technical Education conducted by the State Auditor's office for the period ending June 30, 2023, did not identify any significant audit findings.

Agency Fees

As reported to the Legislative Management, pursuant to North Dakota Century Code Section 54-35-27, this agency has 5 fees. The agency did not recommend any changes to the fees.

Major Related Legislation

House Bill No. 1037 - This bill appropriates \$750,000 of one-time funding from the general fund to the Department of Career and Technical Education for providing uncrewed aircraft system, autonomous vehicle, or other autonomous technology grants to a workforce training center serving the northwest area of the state to assist in providing workforce training to minimize workforce shortages in the state, including the oil and gas industry, and to create and develop a drone racing course during the 2025-27 biennium. The bill allows the department to require grant recipients to provide \$1 of matching funds for every \$4 provided by the state.

NOTE:

Please see the Fiscal Impact Report for additional information regarding bills under consideration which contain either a state revenue impact, an appropriation, or a state fiscal impact.



Department of Career and Technical Education - Budget No. 270
Agency Worksheet - Senate Bill No. 2019

| | Executive Budget | | | |
|--|------------------|---------------------|---------------------|---------------------|
| | FTE Positions | General Fund | Other Funds | Total |
| 2025-27 Biennium Base Level | 23.50 | \$51,315,277 | \$14,500,485 | \$65,815,762 |
| 2025-27 Ongoing Funding Changes | | | | |
| Base payroll changes | | \$7 | (\$828) | (\$821) |
| Salary increase | | 242,928 | 18,267 | 261,195 |
| Health insurance increase | | 134,611 | 9,516 | 144,127 |
| Adds funding to replace the 2023-25 new FTE pool | | 394,874 | | 394,874 |
| Adds funding to replace the 2023-25 vacant FTE pool | | 129,958 | 18,894 | 148,852 |
| Adds funding for operating expenses | | 10,502 | 388,759 | 399,261 |
| Adds federal funding for grants to schools for career and technical education programs | | | 2,500,000 | 2,500,000 |
| Adds funding for the cost to continue career and technical education reimbursement rates | | 4,000,000 | | 4,000,000 |
| Adds funding for new and expanding secondary career and technical education programs | | 3,000,000 | | 3,000,000 |
| Adds funding for grants to schools for work-based learning coordinators | | 500,000 | | 500,000 |
| Adds funding for the marketplace for kids program | | 100,000 | | 100,000 |
| Total ongoing funding changes | 0.00 | \$8,512,880 | \$2,934,608 | \$11,447,488 |
| One-Time Funding Items | | | | |
| No one-time funding items | | | | \$0 |
| Total one-time funding changes | 0.00 | \$0 | \$0 | \$0 |
| Total Changes to Base Level Funding | 0.00 | \$8,512,880 | \$2,934,608 | \$11,447,488 |
| 2025-27 Total Funding | 23.50 | \$59,828,157 | \$17,435,093 | \$77,263,250 |
| <i>Federal funds included in other funds</i> | | | \$17,280,119 | |

Total ongoing changes - Percentage of base level

0.0%

16.6%

20.2%

17.4%

Total changes - Percentage of base level

0.0%

16.6%

20.2%

17.4%

Other Sections in Department of Career and Technical Education - Budget No. 270

| Section Description | Executive Budget |
|--------------------------|--|
| FTE position adjustments | Section 3 would allow the Department of Career and Technical Education to increase or decrease authorized FTE positions as needed, subject to the availability of funds. |

Sixty-ninth
Legislative Assembly
of North Dakota

SENATE BILL NO. 2019
(Governor's Recommendation)

Introduced by

Appropriations Committee

(At the request of the Governor)

A bill for an act to provide an appropriation for defraying the expenses of the state board for career and technical education and to provide an exemption.

BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

SECTION 1. APPROPRIATION. The funds provided in this section, or so much of the funds as may be necessary, are appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, and from special funds derived from federal funds and other income, to the state board for career and technical education for the purpose of defraying the expenses of the state board for career and technical education, for the biennium beginning July 1, 2025 and ending June 30, 2027, as follows:

| | <u>Base Level</u> | <u>Adjustments or Enhancements</u> | <u>Appropriation</u> |
|--------------------------------|-------------------|--|----------------------|
| Salaries and Wages | \$5,118,145 | \$948,227 | \$6,066,372 |
| Operating Expenses | 3,046,350 | 399,261 | 3,445,611 |
| Grants | 11,507,349 | 2,500,000 | 14,007,349 |
| Grants-Secondary | 41,537,780 | 7,500,000 | 49,037,780 |
| Grants-Stem | 100,000 | 0 | 100,000 |
| Adult Farm Management | 1,706,138 | 0 | 1,706,138 |
| Workforce Training | 2,500,000 | 0 | 2,500,000 |
| Marketplace for Kids | 300,000 | 100,000 | 400,000 |
| Total All Funds | \$65,815,762 | \$11,447,488 | \$77,263,250 |
| Less Estimated Income | 14,500,485 | 2,934,608 | 17,435,093 |
| Total General Fund | \$51,315,277 | \$8,512,880 | \$59,828,157 |
| Full-Time Equivalent Positions | 23.50 | 0.00 | 23.50 |

SECTION 2. ONE-TIME FUNDING – EFFECT ON BASE BUDGET – REPORT TO SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items approved by the sixty-eight legislative assembly for the 2023-25 biennium:

| <u>One-Time Funding Description</u> | <u>2023-25</u> | <u>2025-27</u> |
|-------------------------------------|----------------|----------------|
| New and expanding programs grants | \$500,000 | \$0 |
| Total All Funds | \$500,000 | \$0 |
| Total Special Funds | 500,000 | 0 |
| Total General Fund | \$0 | \$0 |

The 2023-25 one-time funding amounts are not a part of the entity's base budget for the 2025-27 biennium.

SECTION 3. EXEMPTION – FULL-TIME EQUIVALENT POSITION ADJUSTMENTS. Notwithstanding any other provisions of law, the state board for career and technical education may increase or decrease authorized full-time equivalent positions as needed, subject to the availability of funds, during the biennium beginning July 1, 2025, and ending June 30, 2027. The state board for career and technical education shall report to the office of management and budget and legislative council any adjustments made pursuant to this section.



Department of Career and Technical Education
Department No. 270
2025 Senate Bill No. 2019

REVISED EXECUTIVE BUDGET RECOMMENDATION
2025-27 BIENNIUM

Budget Summary

| | FTE Positions | General Fund | Other Funds | Total |
|--|----------------------|---------------------|---------------------|---------------------|
| Burgum budget recommendation | 23.50 | \$59,828,157 | \$17,435,093 | \$77,263,250 |
| Revisions - Increase (decrease) | 0.00 | (44,352) | (3,340) | (47,692) |
| Armstrong budget recommendation | 23.50 | \$59,783,805 | \$17,431,753 | \$77,215,558 |
| Base level | 23.50 | 51,315,277 | 14,500,485 | 65,815,762 |
| Increase (decrease) | 0.00 | \$8,468,528 | \$2,931,268 | \$11,399,796 |
| Percentage increase (decrease) | 0.0% | 16.5% | 20.2% | 17.3% |

NOTE:

More detailed information on the revised executive budget recommendation is attached as an appendix.

Selected Highlights

- Adds **\$213,503**, of which **\$198,576** is from the general fund and **\$14,927** is from federal funds, for salary increases of up to **3 percent** effective July 1, 2025, and 3 percent effective July 1, 2026
- Adds \$144,127, of which \$134,611 is from the general fund and \$9,516 is from federal funds, for a health insurance premium increase of \$250 per month (15.2 percent), from \$1,643 to \$1,893, per employee
- Adds \$543,726, of which \$524,832 is from the general fund and \$18,894 is from federal funds, to replace the 2023-25 biennium new FTE pool (\$394,874) and vacant FTE pool (\$148,852)
- Adds \$2.5 million from federal funds for grants to schools for career and technical education programs
- Adds \$4 million from the general fund for the cost to continue career and technical education reimbursement rates at schools (27 percent) and area career and technical centers (40 percent)
- Adds \$3 million from the general fund for new and expanding secondary career and technical education programs
- Adds \$500,000 from the general fund for grants to schools for work-based learning coordinators to provide a total of \$2 million from the general fund for the program
- Adds \$100,000 from the general fund for the Marketplace for Kids program to provide a total of \$400,000 from the general fund

Deficiency Appropriations

There are no deficiency appropriations recommended in the revised executive budget for this agency.

Significant Audit Findings

The operational audit of the Department of Career and Technical Education conducted by the State Auditor's office for the period ending June 30, 2023, did not identify any significant audit findings.

Agency Fees

As reported to the Legislative Management, pursuant to North Dakota Century Code Section 54-35-27, this agency has 5 fees. The agency did not recommend any changes to the fees.

Major Related Legislation

House Bill No. 1037 - This bill appropriates \$750,000 of one-time funding from the general fund to the Department of Career and Technical Education for providing uncrewed aircraft system, autonomous vehicle, or other autonomous technology grants to a workforce training center serving the northwest area of the state to assist in providing workforce training to minimize workforce shortages in the state, including the oil and gas industry, and to create and develop a drone racing course during the 2025-27 biennium. The bill allows the department to require grant recipients to provide \$1 of matching funds for every \$4 provided by the state.

House Bill No. 1249 - This bill appropriates \$750,000 of one-time funding from the general fund to the Department of Career and Technical Education for providing autonomous technology grants to a workforce training center

serving the northwest area of the state for providing workforce training to address workforce shortages in the state, including shortages in the oil and gas industry, and for the development of a drone racing course during the 2025-27 biennium. The bill allows the department to require grant recipients to provide \$1 of matching funds for every \$4 provided by the state.

Senate Bill No. 2274 - This bill provides statutory authority for the Agriculture Commissioner to administer the farm management program currently administered by the Department of Career and Technical Education and appropriates \$1,900,000 of ongoing funding from the general fund to the Agriculture Commissioner for the program. The 2025-27 biennium base budget for the Department of Career and Technical Education includes \$1,706,138 of ongoing funding from the general fund for the program.

NOTE:

Please see the Fiscal Impact Report for additional information regarding bills under consideration which contain either a state revenue impact, an appropriation, or a state fiscal impact.



Department of Career and Technical Education - Budget No. 270
Agency Worksheet - Senate Bill No. 2019

| | Armstrong Budget | | | |
|--|------------------|---------------------|---------------------|---------------------|
| | FTE Positions | General Fund | Other Funds | Total |
| 2025-27 Biennium Base Level | 23.50 | \$51,315,277 | \$14,500,485 | \$65,815,762 |
| 2025-27 Ongoing Funding Changes | | | | |
| Base payroll changes | | \$7 | (\$828) | (\$821) |
| Salary increase | | 198,576 | 14,927 | 213,503 |
| Health insurance increase | | 134,611 | 9,516 | 144,127 |
| Adds funding to replace the 2023-25 new FTE pool | | 394,874 | | 394,874 |
| Adds funding to replace the 2023-25 vacant FTE pool | | 129,958 | 18,894 | 148,852 |
| Adds funding for operating expenses | | 10,502 | 388,759 | 399,261 |
| Adds federal funding for grants to schools for career and technical education programs | | | 2,500,000 | 2,500,000 |
| Adds funding for the cost to continue career and technical education reimbursement rates | | 4,000,000 | | 4,000,000 |
| Adds funding for new and expanding secondary career and technical education programs | | 3,000,000 | | 3,000,000 |
| Adds funding for grants to schools for work-based learning coordinators | | 500,000 | | 500,000 |
| Adds funding for the marketplace for kids program | | 100,000 | | 100,000 |
| Total ongoing funding changes | 0.00 | \$8,468,528 | \$2,931,268 | \$11,399,796 |
| One-Time Funding Items | | | | |
| No one-time funding items | | | | \$0 |
| Total one-time funding changes | 0.00 | \$0 | \$0 | \$0 |
| Total Changes to Base Level Funding | 0.00 | \$8,468,528 | \$2,931,268 | \$11,399,796 |
| 2025-27 Total Funding | 23.50 | \$59,783,805 | \$17,431,753 | \$77,215,558 |
| <i>Federal funds included in other funds</i> | | | \$17,276,779 | |
| <i>Total ongoing changes - Percentage of base level</i> | 0.0% | 16.5% | 20.2% | 17.3% |
| <i>Total changes - Percentage of base level</i> | 0.0% | 16.5% | 20.2% | 17.3% |

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2019
1/13/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of career and technical education.

3:00 p.m. Chairman Sorvaag called the meeting to order.

Members Present: Chairman Ronald Sorvaag, Senator Cole Conley, Senator Scott Meyer, Senator Donald Schaible, Senator Paul J. Thomas

Discussion Topics:

- ND Career and Technology mission.
- NDCTE Accomplishments.
- CTE Data.
- Farm Management Program.
- NDCTE Staffing.
- Budget Comparisons.
- Legislative Priorities.
- Marketplace for Kids.

3:08 p.m. Wayde Sick, State director at ND Dept. of career and technical education, testified in favor and submitted testimony #28431.

3:56 p.m. Sarah Vollmer Director SW Region, TrainND, testified in favor and continued testimony #28431.

4:10 p.m. Nicole Wischnac, Director SE Region TrainND, testified in favor.

4:14 p.m. Sarah Vollmer, Director SW Region TrainND, testified in favor.

4:15 p.m. Robert Heitkamp, Executive Director at Marketplace for Lids Inc, testified in favor and submitted testimony #28459.

4:24 p.m. Aaron Anderson, SW Area CTE Academy, CTE Director, testified in favor and submitted testimony #28610.

4:34 p.m. Beth Demke, President ND STEM, testified in favor and continued testimony #28431.

Additional written testimony:

Pat Phillips, Bismarck Public schools, CTE Director, submitted testimony in favor #28697.

Cale Dunwoody, FMWF Chamber, VP Public Policy, submitted testimony in favor #28605.

Jason Ehlert, President at ND state building and construction trades council, submitted testimony in favor #28420.

Matthew Chaussee, CareerViewXE, CEO, submitted testimony in favor #28619.

Laura Lacher, Economic Development Association of ND, Executive Director, submitted testimony in favor #28641.

Denise Jonas, Cass County CTE Virtual Center, submitted testimony in favor #28594.

Lyle Krueger, Central Regional Area Career and Technical Center, submitted testimony in favor #28672.

Andrea Pfennig, GNDC, submitted testimony in favor #28675.

Eric Ripley, Grand Forks Public Schools, Executive Director of Career and Technical Education, submitted testimony in favor #28704

4:35 Chairman Sorvaag adjourned the hearing to testimony.

Steven Hall, Committee Clerk



NORTH DAKOTA STATE BUILDING AND CONSTRUCTION TRADES COUNCIL

2901 Twin City Dr. Suite 201
Mandan, North Dakota 58554
(701) 663-8821

® SCRU 280-C

January 9, 2025

To the Honorable Brad Bekkedahl and Member Senators of the Appropriations Committee

RE: Senate Bill 2019; Supportive testimony for the appropriation to defraying the expenses of the department of career and technical education

Representing workers in the commercial, industrial, and residential construction industries, foundation to finish, we are committed to promoting, recruiting, and developing careers in the skilled trades. Construction is a rewarding career, and we are fully committed to passing this industry along to younger generations. These goals are shared with the department of Career and Technical Education, and we support this appropriation.

Furthermore, laid out in this budget, there are funds specified that will assist endeavors to establish pre-apprenticeship programs. Pre-apprenticeship programs seek to educate high school students in courses aligned with registered apprenticeship programs. These programs align with the concept of a dual-credit course arrangement between a high school and higher education institution. The student receives credit for their high school diploma while also receiving credit in their apprenticeship. Like dual credit courses, a student could be completing a four-year apprenticeship program much sooner, getting them into the workforce on a faster timeframe. This budget can advance younger workers' careers with accredited education and skill attainment for the construction industry.

Therefore, the State Building and Construction Trades Council are in support of SB 2019 and recommend a Do Pass recommendation from the Senate Appropriations Committee.

With Kindest Regards, I am

Jason Ehlert
North Dakota State Building and Construction Trades Council
President
Lobbyist No. 347
Jason@ndbtu.org

North Dakota Department of Career and Technical Education

**2025-27 Biennium Budget
Senate Appropriations
January 13, 2025**

North Dakota Century Code - NDCTE

NDCC 15-20.1 – Career and Technical Education

- Administer State and Federal Funds to support CTE programs
- Facilitate Career Development Program
- Provide a ND Elementary Student Entrepreneurship Program

NDCC 15-20.2 – Area Career and Technology Centers

- Provides authority to operate and governance structure

NDCC 15-20.4 – Postsecondary Educational Institutions

- Provides authority to CTE to approve postsecondary career schools

Mission of ND Career and Technical Education

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

Be Legendary Board Training – Student Outcome Goals

1. Increase the number of students identified as a Career and Technical Education Concentrator.
2. Increase the percentage of students who graduate workforce ready.
3. Increase the percentage of rural students that enroll at a Career and Technology Center.

NDCTE Organizational Chart



NDCTE Audit Findings

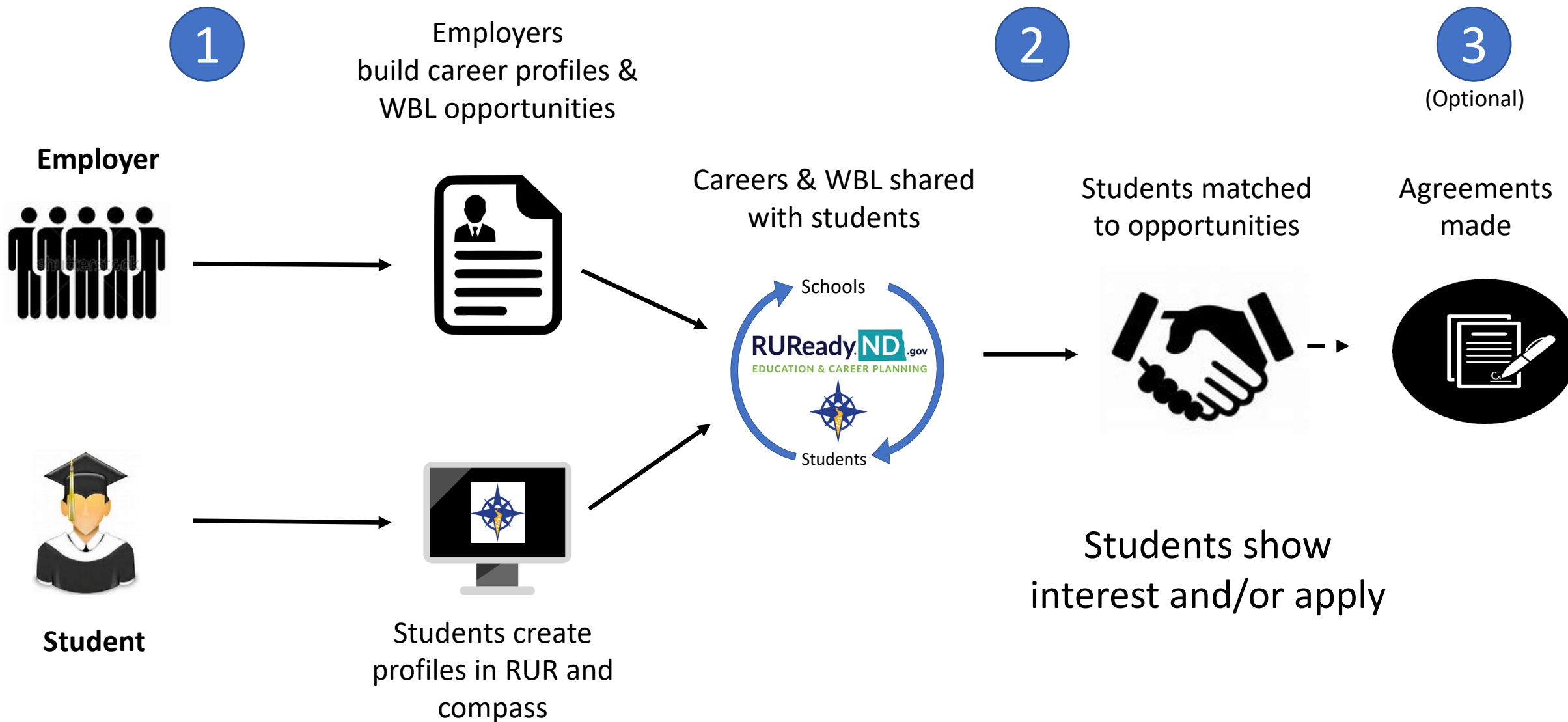
Department of Career and Technical Education Audit Completed August 16, 2024

- ND CTE received a clean audit with no findings

2023-25 NDCTE Accomplishments

- Funding of 16 WBL Coordinators, serving approximately 100 school districts
 - Over 2200 students completing a WBL experience each year
 - Over 260 Employers hosting a WBL student
- 74 individuals completed WBL Training
- 513 Employers enrolled in RUReadyND WBL module (Compass)
- 16,000 Students enrolled in RUReadyND WBL module (Compass)

RUReadyND – Connecting Students and Careers



Virtual Reality Career Exploration

- Integration of CareerViewXR into RUReadyND – Virtual Reality Career Exploration
 - 90 unique experiences available to Middle School and High School students statewide
 - 300 VR Headsets donated to middle and high schools
- Professional Development Course developed to train educators
 - 25% of all school districts have voluntarily sent staff to this training
- Timeline
 - 2022-23 – Successful Early Awareness
 - 2023-24 – Successful Mainstream Awareness
 - 2024-25 – Successful Early Adopter Implementation (PD Course)
 - 2025-26 – Focus on Mainstream Adoption through PD Course and Industry Partnerships

2023-25 NDCTE Accomplishments

CTE Capital Projects

- Gained access to the CCPF dollars in June 2023
- 7 of the 13 projects are complete or nearing completion
- 6 of the 13 grants have been closed out
- All grants and projects will be complete by Summer 2025
- \$86.7M has been reimbursed to the projects

CTE Capital Projects Grant

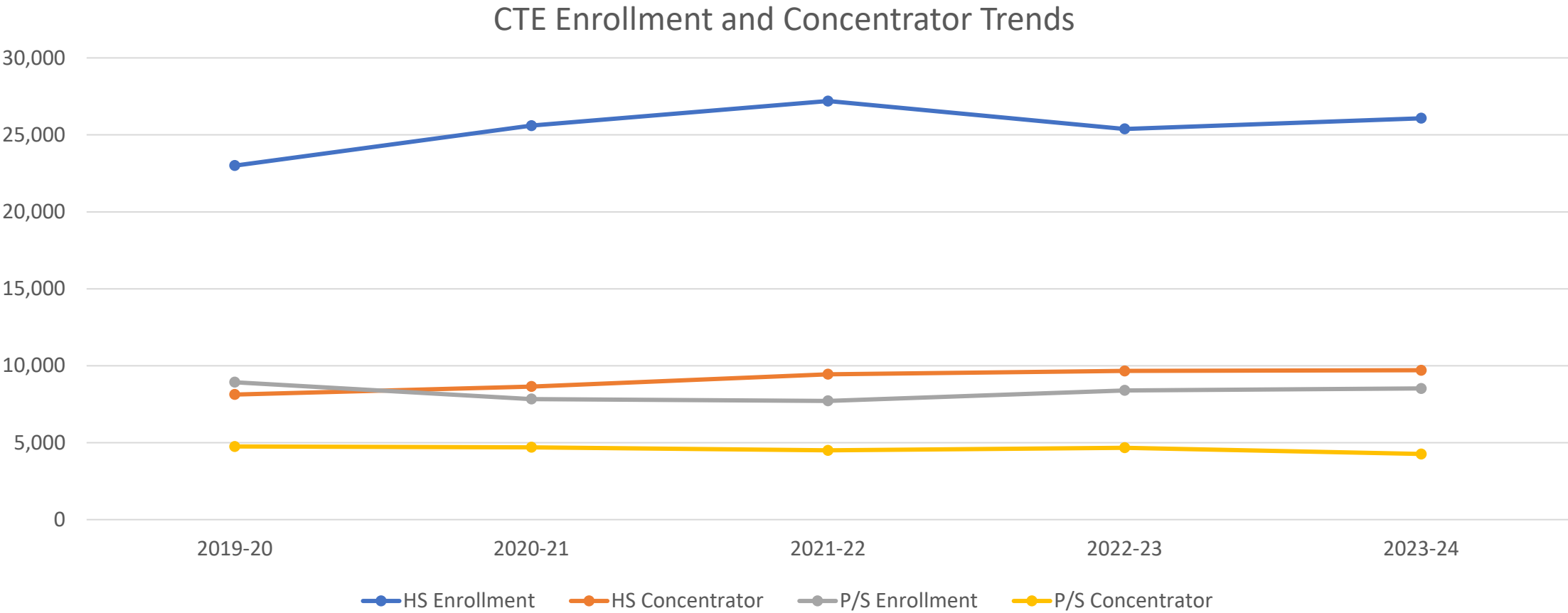
- Southwest Area Career and Technical Education Academy – Dickinson - \$13,717,815
- Bakken Area Skills Center – Watford City - \$13,717,815
- Minot Area Workforce Academy – Minot - \$13,717,815
- Career Impact Academy – Grand Forks - \$13,717,815
- Cass County Career & Technical Education Center – Fargo - \$13,717,815
- North Valley Area Career & Technology Center – Grafton - \$6,519,104
- Williston Basin Career and Technical Education Center – Williston - \$13,717,815
- Heart River Career and Technical Education Center – Mandan - \$13,717,815
- Southeast Region Career and Technology Center – Wahpeton - \$4,087,875
- Bismarck Public Schools – Bismarck - \$7,369,489
- Lake Area Career and Technology Center – Devils Lake - \$1,702,482
- James Valley Area Career and Technology Center – Jamestown - \$1,095,642
- Sheyenne Valley Area Career and Technology Center – Valley City - \$4,296,401

CTE Data

2023-24 school year

- 26,085 (unduplicated count) secondary students enrolled in at least one CTE course (74% of all HS students)
- 9,703 secondary students were CTE concentrators – completed at least 2 CTE courses in the same program of study (28% of all students)
- 8,519 post-secondary students enrolled in at least one CTE course (Community and Tribal Colleges)
- 4,264 post-secondary students were CTE concentrators – completed at least 12 credits within a single program area or completed a short-term program of less than 12 credits (Community and Tribal Colleges)

NDCTE Enrollment Trends



CTE Concentrator Data in North Dakota

High School Graduation Rate – 97.86% (82% of all students)

- Native American Graduation Rate 93.33% (63% statewide)

Post-Program Placement – 90.1%

Completed a WBL Experience – 44.7%

CTE Graduation Rates

97.86%

In 2024, 97.86% of CTE Concentrators in North Dakota graduated on time compared to 82% of all high school students.

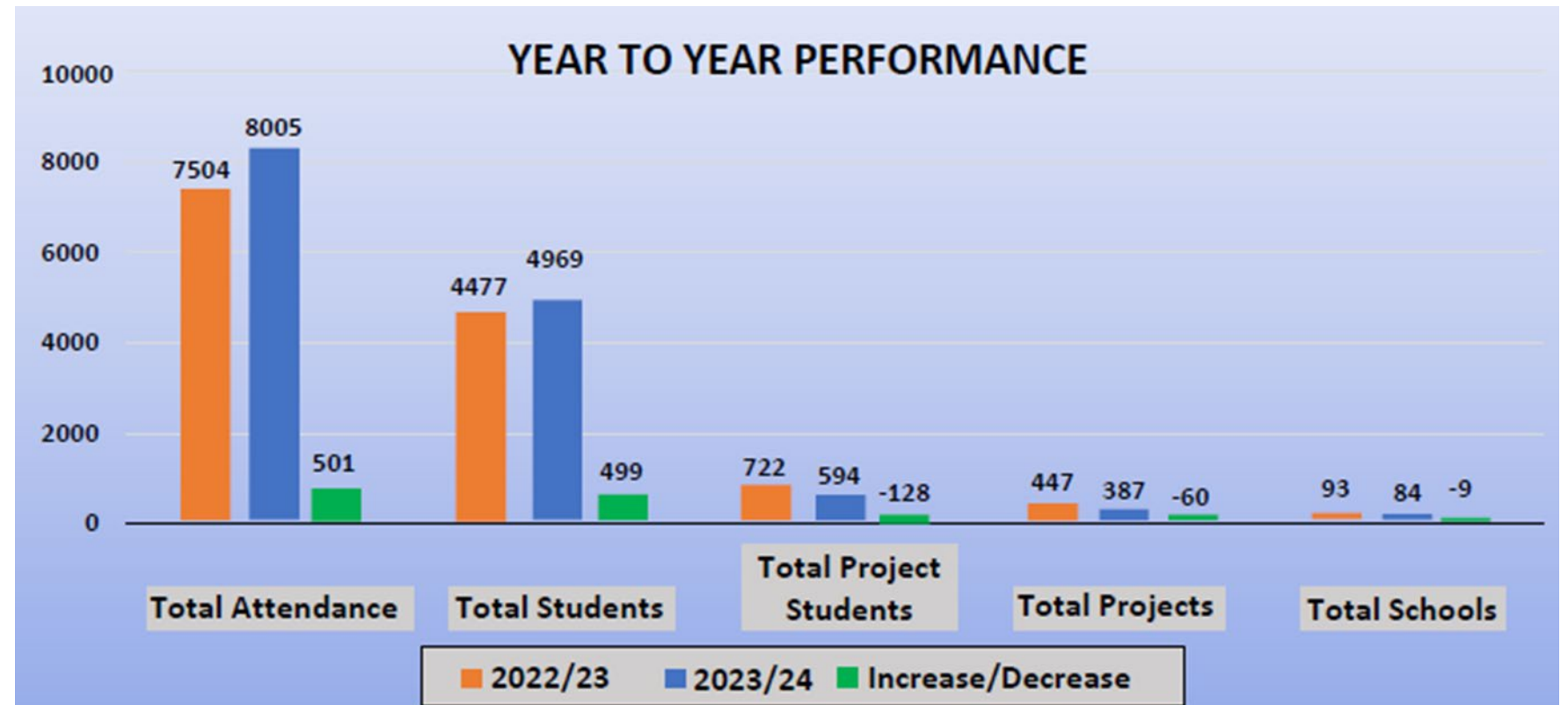
| | 2021-22 | | 2022-23 | | 2023-24 | |
|--|---------------|-------------------|---------------|-------------------|---------------|-------------------|
| | Statewide | CTE Concentrators | Statewide | CTE Concentrators | Statewide | CTE Concentrators |
| Four Year Graduation Rate | 84.00% | 96.97% | 83.00% | 97.88% | 82.00% | 97.86% |
| Demographics | | | | | | |
| Asian | 86.00% | 100.00% | 81.00% | 100.00% | 80.00% | 100.00% |
| Black or African American | 71.00% | 91.43% | 69.00% | 94.44% | 71.00% | 97.22% |
| Hispanic/Latino | 72.00% | 94.89% | 68.00% | 92.70% | 69.00% | 96.95% |
| Native American | 65.00% | 87.56% | 65.00% | 95.58% | 63.00% | 93.33% |
| Native Hawaiian or Pacific Islander | 72.00% | 100.00% | 74.00% | 100.00% | 67.00% | 100.00% |
| White | 89.00% | 97.95% | 88.00% | 98.42% | 88.00% | 98.22% |

Marketplace for Kids



Mission: To encourage youth to explore entrepreneurship and self-employment through the recognition and development of their inventive, creative thinking and problem-solving skills.

Marketplace for Kids



ND STEM Ecosystem

The ND STEM Ecosystem is dedicated to being a statewide resource to improve STEM access for all North Dakotans; to engaging industry, community and education systems to address workforce challenges and STEM literacy; and to promoting a lifelong learning environment to develop employability and life skills and connect passion with opportunity.

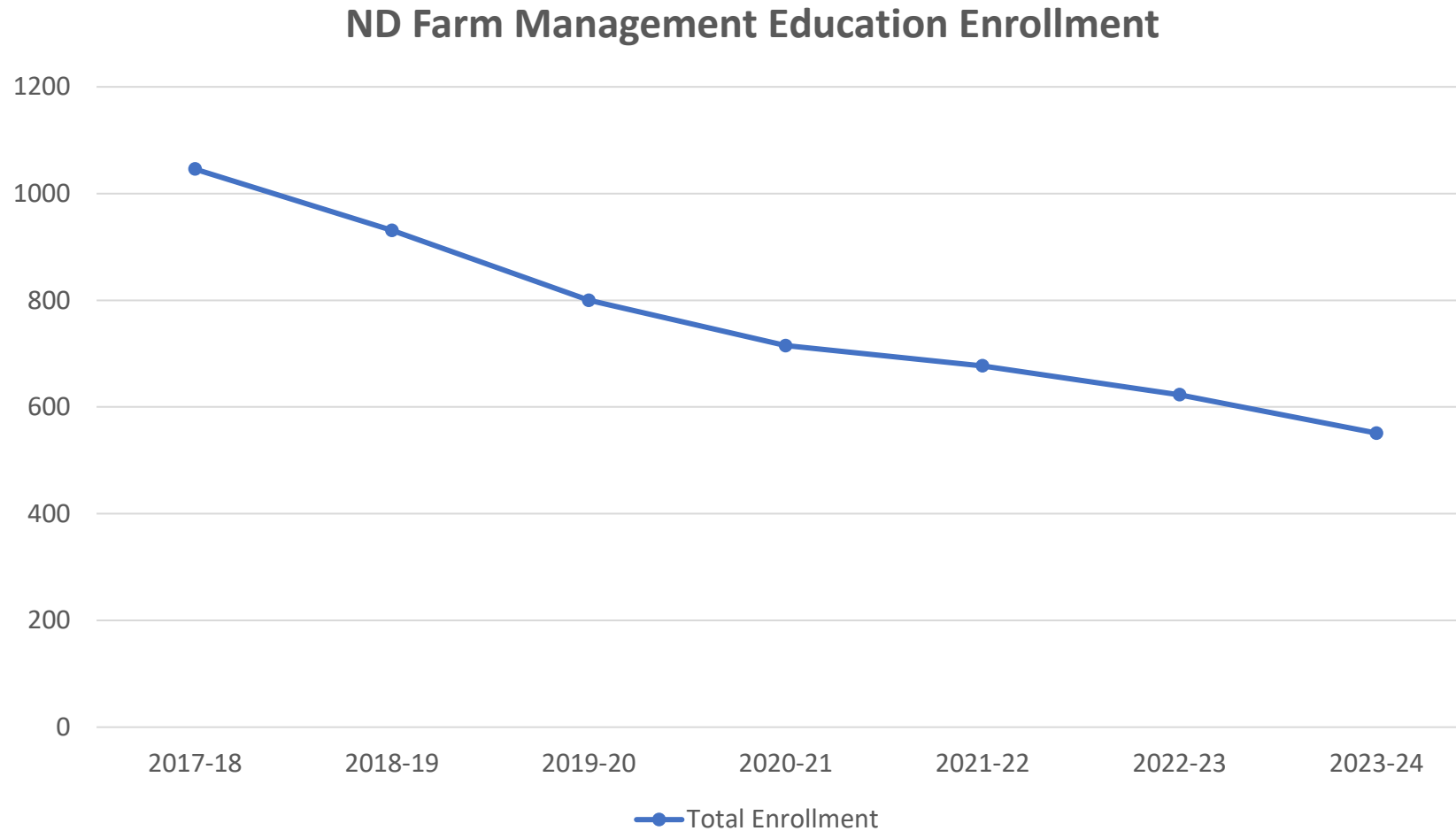
ND STEM Ecosystem

| Regional STEM Days for students | | | | | |
|---------------------------------|---------------|-------------|---------------|-----------------------|---------------|
| | Total Granted | # of Grants | # of Students | # of School Districts | # of Partners |
| 2024 | \$38,162.86 | 12 | 3287 | 65 | 74 |
| 2025 (to date) | \$29,881.88 | 9 | 273 | 58 | 22 |
| Total Allocated | \$68,044.74 | | | | |

Farm Management Education

North Dakota Farm Management Education Programs are designed to provide education to farm owners and operators or persons interested in farming. The purpose of the program is to assist clients in meeting their business and personal goals. This is best accomplished through the use of quality records and sound business decisions.

ND Farm Management



2023-25 NDCTE Staffing

New Positions

1- Assistant Supervisor/FACS – Hired 6/3/2024

1- Assistant Supervisor/Agriculture – Hired 8/30/2023

\$288,783 – Transferred from Employee Pool

\$394,874 – Employee Pool Appropriation

\$106,091 – Savings

2023-25 NDCTE Staffing

Staffing Turnover

- During 2023-25 NDCTE had nine staff leave due to either retirement or resignation
- Was able to replace and utilize all but one FTE
- Employee Funding Pool allowed \$148,852
 - Savings of \$233,792

2023-25 NDCTE Staffing

Resignations allowed for restructuring of the Department

- Eliminated Career Resource Network Supervisor
 - Elevated Admin Asst. to Career Resource Manager
- Eliminated all Admin Asst. Positions – Created four Program Specialists Positions
 - Currently held by 3.5 FTE
- Created a Health Careers and Public Safety Program Supervisor

Vacant FTEs

- 1 – Program Specialist (Resigned 1/3/2025)
- 1 – Program Specialist

2025-27 CTE Goals and Opportunities

- Increase enrollment and CTE concentrator numbers by continuing to add to access
- Expand Work-based Learning Opportunities through additional WBL coordinators
- Expand access to Pre-Apprenticeship Opportunities
- Build and expand on programming that will assist in recruiting and retaining CTE Educators

Budget Comparisons

| Budget Line Items | 2023-25 Budget | 25-27 Agency Request |
|------------------------------|----------------|----------------------|
| Salaries | \$4,984,211 | \$6,167,904 |
| Operating Expenses | \$3,445,611 | \$6,095,611 |
| Grants - Secondary | \$41,537,780 | \$69,037,780 |
| Grants - Federal | \$12,007,349 | \$14,007,349 |
| Grants - STEM | \$100,000 | \$350,000 |
| ND Farm Management Education | \$1,706,138 | \$1,706,138 |
| Workforce Training | \$2,987,500 | \$4,100,000 |
| Marketplace for Kids | \$300,000 | \$450,000 |
| Area CTE Center Grant | \$97,276,228 | \$56,000,000 |
| Total Funds | \$164,344,817 | \$157,914,782 |
| General Funds | \$53,200,708 | \$140,507,471 |
| Federal Funds | \$110,989,135 | \$17,252,337 |
| Special Funds | \$154,974 | \$154,974 |
| Total Funding | \$164,344,817 | \$157,914.782 |
| FTE Count | 23.5 | 25.5 |

Budget Comparisons

| Budget Line Items | Executive Budget | 25-27 Agency Request |
|------------------------------|------------------|----------------------|
| Salaries | \$6,066,372 | \$6,167,904 |
| Operating Expenses | \$3,445,611 | \$6,095,611 |
| Grants - Secondary | \$49,037,780 | \$69,037,780 |
| Grants - Federal | \$14,007,349 | \$14,007,349 |
| Grants - STEM | \$100,000 | \$350,000 |
| ND Farm Management Education | \$1,706,138 | \$1,706,138 |
| Workforce Training | \$2,500,000 | \$4,100,000 |
| Marketplace for Kids | \$400,000 | \$450,000 |
| Area Career Center Grant | \$0 | \$56,000,000 |
| Total Funds | \$77,263,250 | \$157,914,782 |
| General Funds | \$59,828,157 | \$140,507,471 |
| Federal Funds | 17,280,119 | \$17,252,337 |
| Special Funds | \$154,974 | \$154,974 |
| Total Funding | \$77,263,250 | \$157,914,782 |
| FTE Count | 23.5 | 25.5 |

Decision Package Requests – 2025-27

| Budget Line Items | Executive Budget | Agency Requested |
|--|------------------|------------------|
| Cost to Continue – Secondary Grants – Add to Base | \$4,000,000 | \$4,000,000 |
| New and Expanding – Secondary Grants – Add to Base | \$3,000,000 | \$22,000,000 |
| WBL Coordinators – Secondary Grants – Add to Base | \$500,000 | \$1,500,000 |
| Perkins V Increase – Grants – Add to Base | \$2,000,000 | \$2,000,000 |
| Marketplace for Kids | \$100,000 | \$150,000 |
| STEM Network | \$0 | \$250,000 |
| Continue CTE Center Grant Initiative – One Time | \$0 | \$56,000,000 |
| CTE Educator Recruitment | \$0 | \$650,000 |
| Workforce Training – TrainND | \$0 | \$2,500,000 |
| Virtual Reality Career Exploration | \$0 | \$2,000,000 |
| Additional FTE | 0 | 2 |

2025-27 Legislative Priorities

Cost to Continue – \$4 million

To account for increases in costs and maintain reimbursement rates, the Department is requesting \$4 million for cost to continue.

New Programs – \$22 million

Every year, new CTE programs are introduced and make substantial expansions. To support these programs, not at the expense to reimbursement of existing programs, the agency is requesting \$22 million. This funding will continue to provide for more equitable access to diverse and quality CTE programs, to more students, in more areas of the state. This would allow the state to ensure it is supporting all the new CTE Centers, funded through the CTE Center Capital Projects Initiative, provide funding for all new or expanding programs, and potentially support middle school CTE programming.

2025-27 Legislative Priorities

Work-Based Learning Coordinators - \$1.5 million

To continue to expand work-based learning opportunities, the Department of Career and Technical Education is requesting \$1.5 million to continue to increase access to work-based learning coordinators, to be located throughout the state, primarily housed at Area Career and Technology Centers. This will bring the total grant appropriation will be \$3 million.

CTE Capital Projects Program - \$56 million – One-Time Optional Request

Although thirteen different projects were funded across the state during the 2021-23 biennium, there are still gaps in the state where Area Career and Technical Education centers are not serving. This funding is to continue the initiative, started in the 2021 Legislative Session, to close the gaps on access to quality and diverse CTE programming. Current CTE Centers would also be able to tap into this funding, to continue to expand their offerings.

| Recipient | Original Grant | Revised Grant | Remaining Deficit | Rationale |
|-----------------|----------------|---------------|-------------------|---|
| North Valley | \$4,752,290 | \$6,519,104 | \$849,500 | Add back greenhouses and various removed alternates. |
| Grand Forks | \$10,000,000 | \$13,717,815 | \$5,500,000 | Add welding classroom/lab and multi-purpose room. |
| Cass County | \$10,000,000 | \$13,717,815 | \$11,200,000 | Complete interior of building. Shell was built to 87,000 sq. ft., when original was 57,000. |
| Southeast | \$2,979,975 | \$4,087,875 | \$953,000 | Scaled back lab space by 20% |
| Sheyenne Valley | \$3,131,986 | \$4,296,401 | \$1,503,599 | Expanded welding lab and planned renovations to meet ADA. |
| James Valley | \$798,700 | \$1,095,642 | \$625,000 | Add back greenhouse and interior fit up for building trades addition. |
| Lake Area | \$1,241,074 | \$1,702,482 | \$1,000,000 | Add greenhouse back into project and equipment needs |
| Bismarck Public | \$5,372,203 | \$7,369,489 | \$1,400,000 | Complete the interior of the building. |
| Heart River | \$10,000,000 | \$13,717,815 | \$0 | Project completed, but equipment needs remain. |
| Minot | \$10,000,000 | \$13,717,815 | \$3,600,000 | Add Diesel Tech and Enlarge Welding Lab |
| Southwest | \$10,000,000 | \$13,717,815 | \$1,500,000 | Interior renovations reductions, for specialized training spaces. |
| Williston | \$10,000,000 | \$13,717,815 | \$0 | Project was scaled back to remove a 2 nd floor to the structure, to add more programming |
| Bakken | \$10,000,000 | \$13,717,815 | \$0 | Project completed, but equipment needs remain. |

2025-27 Legislative Priorities

Career and Technical Education Recruitment Strategies - \$650,000

This funding would be instrumental in supporting the development of new teachers. This would be a combination of assigning mentors for first- and second-year educators as well as support the tuition costs for individuals transitioning into the career and technical education field.

Virtual Reality Career Exploration - \$2,000,000

This funding request is to continue to provide and evolve immersive media opportunities for career exploration and awareness across Career and Technical Education. This can include hardware, software, and/or immersive spaces.

2025-27 Legislative Priorities

TrainND - \$1.6M

TrainND requests base funding of \$2.5 million, and an additional \$1.6 million for a FY26 – FY27 pilot program to expand outreach initiatives into regional areas of opportunity and further drive workforce education and training numbers higher throughout the state. The pilot program would add one sales-focused FTE per region, strategically locating the FTE person within each region to maximize efficiency and expansion opportunity.

Marketplace for Kids - \$150,000

Marketplace for Kids is requesting an additional \$150,000, bringing the total allocation to \$450,000. This is the first increase requested since 2012. The request is to support Native American-Focused Programming, address a reduction in community and sponsorship funding and to address general increases in costs.

2025-27 Legislative Priorities

STEM Ecosystem - \$250,000

Funding is to support the hiring of staff for the STEM Ecosystem, to better manage the activities of the Ecosystem, secure private dollars to support STEM Education and to manage any grants that may be created with private funds.

Additional FTEs - \$600,000

Two additional FTEs are being requested to provide outreach and support for the ND Office of Apprenticeship. The intent of these staff is to provide outreach and awareness to employers, educators, and students on the value of apprenticeship programs. Also, a focus would be to develop youth and pre-apprenticeship opportunities, to further assist developing workforce pipelines.

Agency Fees

Postsecondary Career Schools

Postsecondary educational institutions which act as “Postsecondary career schools” must heed North Dakota Century Code ch 15-20.4-02 and work with the North Dakota Department of Career and Technical Education in order to gain authorization to operate in the state.

The process involves a yearly online application, which includes the schools submitting items such as financial statements, proof of surety bond, proof of accreditation, coarse catalogue, student agreement (including student protection and reimbursement policy), current North Dakota enrollment, placement opportunities, etc. The initial application fee is \$1000, with renewal applications set at \$500. Although applications are due to the agency by April 1, the State Board of Career and Technical Education deliberates on findings and final authorization at their June meeting in order to provide schools authorization July 1 to June 30 of each year.

Currently there are nine postsecondary career schools authorized to operate in the state.

Federal State Fiscal Relief Funds

Appropriation –

ARPA

\$20,975,000

\$20M – Capital Projects

\$475,000 – UAS

\$500,000 – Virtual Reality Career Exploration

Treasury

\$74,595,701 – Capital Projects

Expenditures –

ARPA

\$20,973,920 – WSC didn't utilize \$1,080 – UAS

Treasury

\$59,739,675 – Capital Projects

All Capital Projects dollars will be expended by June 30, 2025

2025-27 Legislative Policy Changes

Transition Farm Management Education to the ND Dept. of Agriculture

A joint decision between NDCTE, ND Dept. of Agriculture and the Farm Management Education instructors has been made to advocate for transitioning the Farm Management Education program from NDCTE to the ND Dept. of Agriculture.

HB1188 CTE Center – Local Member Assessment

A policy recommendation will come forward, allowing local CTE Centers flexibility on how the assess fees to their member schools. Currently, it is based solely on ADM. The change would still require that method but would also allow Centers to assess fees based on utilization of programs.

Apprenticeship Grant

Development of a new grant, that would support apprentices that are pursuing a registered apprenticeship program.

SB2131 – Workforce Training – TrainND Funding Policy

Codify the TrainND Funding Policy as follows: 60% distributed equally, 20% based on enrollment, 20% based on contact hours.

HB1037 – UAS Training Funding

Provides an appropriation of \$750,000 to NDCTE to grant funds to a Workforce Training Facility serving NW North Dakota, for UAS training.

**Thank you.
Any questions?**

Senate Appropriations
Education and Environment Division
SB 2019

Department of Career and Technical Education
January 13, 2025

Chairman Sorvaag and members of the committee, my name is Wayde Sick, State Director of the Department of Career and Technical Education. I am here to provide testimony for Senate Bill 2019 or the Department of Career and Technical Education Appropriations Bill. I am following the format, as requested by Legislative Council and Chair Sorvaag.

First, what statute provides authority to the Department of Career and Technical Education to do what we do. NDCC 15-20.1 outlines the responsibilities of NDCTE and the State Board, NDCC 15-20.2 defines Area Career and Technology Centers, NDCC 15-20.4 provides authority to CTE to approve the operation of postsecondary career schools.

The Mission of the North Dakota Career and Technical Education is to work with others to provide all North Dakota citizens with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace. During the 2023-2025 Interim, the State Board for Career and Technical Education embarked on the Be Legendary Board Training, like many school boards across the state. Although the process had to be adjusted to meet the needs and role of the State Board, the Board adopted three student outcome goals. They are as follows:

1. Increase the number of students identified as a Career and Technical Education Concentrator.
2. Increase the percentage of students who graduate workforce ready.
3. Increase the percentage of rural students that enroll at a Career and Technology Center.

These goals were adopted in the summer of 2024 and now guide the Department and the Board in our decision making.

On this slide, you will see the organizational chart for the Department of Career and Technical Education. We are a relatively small agency, organized by program area and its respective Career and Technical Student Organization.

We have been asked to explain any finding in our most recent audit. Our audit was completed on August 16, 2024 and was a clean audit with no findings.

Next, we were asked to explain our accomplishments during the 2023-25 biennium. I have several slides, illustrating accomplishments.

The first accomplishment to discuss is specific to work-based learning. During the 2023 Legislative Session, the Department was appropriated \$1.5M to fund Work-Based Learning Coordinators. These are individuals, who's role is to connect students with work-based learning opportunities. This may include job shadows, career exploration experiences, or a placement with an employer. The Department developed a grant program, which provided \$50,000 for each full time WBL coordinator, to partially support salaries and operations. In the grant, we required the WBL Coordinator duties to be at least a .5 FTE position, as we did not want to have this as an hour a day responsibility, that may not get the attention it deserves. We were able to fund 16 coordinators, statewide. Many are located at a career and technology centers, therefore supporting multiple school districts. In total the Department has also trained 74 individuals to become a work-based learning coordinator.

In 2023, I reported to the Legislature that the WBL module named Compass was brought into the RUPReady ND career exploration platform. To date, 513 employers and 16,000 high school students have enrolled in Compass. As this continues to expand, more students and employers will be able to find each other, to help more students find opportunities. This has been a slow and tedious process, with multiple professional development opportunities and employer workshops, ensuring both employers and educators are aware and are using the platform. Compass works by having employers

and students develop profiles, using technology to find a “match. Employers can provide their opportunities through the RUReadyND portal. We are in the process of continuing to provide awareness, not only to schools, CTE Centers and higher education, but also the business community.

Another enhancement to the RUReadyND platform is the addition of the CareerViewXR Virtual Reality Career Exploration system. In the 2023 Legislative Session, \$500,000 was appropriated to NDCTE to integrate a virtual reality career exploration software into RUReadyND. Now middle school and high school students have access to 90 unique experiences. Be More Colorful, the CareerViewXR vendor also donated 300 VR Headsets to middle and high schools during the 2023-24 school year. We hope to continue to provide this service, expanding it into our elementary schools.

Next, we were able to make progress with the CTE Capital Projects Grant. During the winter of 2021-22, thirteen projects were awarded a total of \$88,276,228. The State was not able to access these dollars until June 2023. Also, during the 2023 Legislative Session, an additional \$26.5M of SIIF and \$6.3M of leftover broadband dollars were appropriated to CTE, bringing this grant program to approximately \$121M. To date seven of the thirteen projects have completed their project or are nearing completion. Six of the thirteen grants have been closed out, with all projects and grants to be completed by Summer 2025. Approximately \$86.7M has been reimbursed to the projects. Slide eleven shows the breakdown of the total award. I will show in a later slide a breakdown of each project by original grant, inflationary dollars, and those that are still over budget.

The next accomplishments are the enrollments of our CTE Programs and enrollment trends over the past five years. In the 2023-24 school year, 74% of North Dakota students enrolled in at least one CTE course, with 28% of all high school students as a CTE Concentrator. We have seen flat CTE enrollment and concentrator numbers in our post-secondary programs.

This is a data that we are very proud of and discuss it often. If a student is a CTE Concentrator, they have a greater chance of graduating high school. North Dakota already has a high graduation

rate of 82%, but CTE students graduate at a rate of almost 98%. Native American students enrolled in CTE graduate at rate of 93%, compared to 63%. Career and Technical Education helps bring relevance and engagement, keeping students in high school.

You will also see that 90% of our CTE Concentrators have post-program placement. That means they are meaningfully employed, enrolled in higher education, in some sort of advanced placement like an apprenticeship, or enrolled in a community service, such as AmeriCorps. Another eligible placement is military, but we do not have access to military data.

Also 44.7% of our CTE Concentrators have completed a Work-Based Learning experience. Many of these experiences are an employer placement.

This slide shows graduation rates for CTE Concentrators over the past three years, broken down by the different demographics that make up our state's population.

Next, Marketplace for Kids is a program to encourage elementary students to explore entrepreneurship and self-employment, as well as career opportunities in North Dakota. This is completed through Marketplace for Kids Education Days, that are held across the state every year. At these regional events, elementary age students learn about careers in North Dakota and students are able to showcase their entrepreneurial ideas. Twelve Education Days have occurred during the 2023-24 school year, with an estimated 8,000 attendees. For the 2024-25 school year, fifteen events are scheduled, with an estimated 11,000 attendees. Robert Heitkamp, who runs Marketplace for Kids is present to discuss the program in greater detail later in the hearing.

The ND STEM Ecosystem is dedicated to being a statewide resource to improve STEM access for all North Dakotans; to engaging industry, community, and education systems to address workforce challenges and STEM literacy; and to promoting a lifelong learning environment to develop employability and life skills and connect passion with opportunity. ND STEM Ecosystem is a member

of the STEM Learning Ecosystems Community of Practice, which is an international organization that elevates the visibility and accessibility of STEM professions for all.

In this biennium appropriated funds have been used to provide support for STEM activity days. Grant funds awarded by the ND STEM Ecosystem have helped support Regional STEM Days across the state in all four of our defined regions. The STEM Day events held last year provided a wide variety of hands-on, interactive STEM activities to over 3200 North Dakota students from 65 different school systems. These events have increased opportunities for all students that have attended, but significantly for those from districts with limited resources. They have increased STEM opportunities for underrepresented, rural, and Native American students.

The grants awarded this year are well on their way to a similar outcome. Beth Demke, Chair of the ND STEM Ecosystem Board and Director for Gateway to Science is in the room to discuss the STEM Ecosystem in greater detail.

Another accomplishment in 2023-25 is the continuation of the Farm Management Education Program. This program is designed to provide education to farm owners and operators, or persons interested in farming. The purpose of the program is to assist clients in meeting their business and personal goals. This is best accomplished using quality records and sound business decisions. These programs are located across the state, primarily at our community colleges. As you can see enrollments have declined over the past years. This is primarily due to retirement of instructors and the inability to secure replacements. These programs are still valuable, not only to the producers, but also to the agriculture industry as valuable data is collected. You will see a few handouts, within your packet, that further illustrates the impact of the Farm Management Education program. I will mention this later, but there will be a bill submitted, jointly drafted by NDCTE, ND Department of Agriculture and the Farm Management Education instructors that would transfer the Farm Management Education program from NDCTE to the Department of Agriculture. Although, we are sorry to see that

program leave, with the ever expansion of secondary Career and Technical Education programs and CTSO's, NDCTE staff are limited with capacity. Also, a primary issue the Farm Management Instructors are currently facing is declining enrollment. We feel the outreach the Department of Agriculture has to our agriculture producers will be a move in the right direction to increase usage of this invaluable program. There are also programs within the Department of Agriculture that align closely with Farm Management Education.

I have been asked to provide an update on staffing at NDCTE. As I mentioned earlier, NDCTE has 23.5 FTEs. During the 2023 Legislative Session, we were provided two additional FTEs. With those, and the funds provided, we created an Assistant Family and Consumer Science Program Supervisor, who we were able to hire starting June 3, 2024, and an Assistant Agricultural Education Program Supervisor, who started August 30, 2023. Since many of our staff are licensed teachers, we have very narrow hiring windows, to not interfere with school contracts. Our Employee Funding Pool Appropriation for new FTE was \$394,874 and we have transferred \$288,783, for a savings of \$106,091.

The 2023-25 biennium was tough on NDCTE due to staff turnover. We had nine staff leave due to retirement or resignation, with seven vacancies at one time during the winter of 2023-24. After some reorganization, we have been able to fill and utilize all but one FTE. Due to these resignations and retirements, we did not need to request our vacancy Employee Funding Pool appropriation of \$148,852. We are below our salary appropriation by \$233,792. To add to this, the Department anticipates three to four additional retirements in the 2025-2027 biennium.

Because of our vacancies and inability to replace some positions, we have restructured staffing at the Department. First, we eliminated the Career Development Resource Network supervisor and elevated the Administrative Assistant for Career Development into a Manager role. We also eliminated all administrative assistant positions and created four Program Specialists Positions,

currently held by 3.5 FTE. These staff still complete administrative support duties, but also have additional responsibilities to support the entire agency. We were also able to create a Health Careers and Public Safety Program Supervisor, to reduce the workload on our Trade, Industry and Health Career Supervisor, and allow for more growth in both program areas.

We currently have two vacancies. We just had a Program Specialist resign effective January 3rd and the Department has reopened that position. The other Program Specialist/Administrative Assistant position is vacant, while we continue to re-evaluate the Department's needs.

This transition is still underway, as all staff shift over to new roles and new processes are developed to ensure tasks are completed and services to our customers are not negatively impacted.

So, what do we want to accomplish in the next biennium? Everything we want to accomplish can be walked back to the goals the State CTE Board adopted. Increase enrollment and concentrator numbers, expand work-based learning, including apprenticeship and pre-apprenticeship and recruit and retain CTE Educators. The following budget and optional requests are how we hope to accomplish these goals.

I will next review the agency's budget, comparing the current 2023-25 biennium budget, the 2025-27 Agency Requests, and the 2025-27 Executive Budget. I will discuss each Agency Request individually later in my presentation.

Salaries – This includes two additional FTE's. I will explain that request later in my testimony.

Operating – The increase includes funding to continue Virtual Reality career exploration and teacher recruitment and retention and any increase in Perkins V funds the agency may receive. Again, I will go into greater detail later.

Grants-Secondary – This increase is due to requesting additional cost to continue funds, new and expanding program funds, and Work-Based Learning Coordinator grant dollars.

Grants-Federal – This request is to provide the Department with Federal Funds authority for grants, in the event our Federal Perkins V allocation is increased.

Grants-STEM – This request will be discussed later but is to expand on the STEM Ecosystem work.

ND Farm Management Education – This is held flat.

Workforce Training – This is increased \$1.6M from the \$2.5M base. The additional \$487,500 was for a one-time UAS workforce training appropriation, that was provided in the 2023 Legislative Session.

Marketplace for Kids – This line is increased by \$150,000 and will be explained later.

Area CTE Center Grant – This is a request to continue to CTE Capital Projects Program.

Slide 27 lays out the difference between Governor Burgum's executive budget recommendation and the agency requests.

Slide 28 lays out the Decision Package requests and what was included in Governor Burgum's budget. Let me explain each line.

Now I will discuss each of the change packages and rationale behind each request.

Cost to Continue – \$4 million

Currently, High School Career and Technical Education programs are reimbursed at our comprehensive high schools at 27% and at the Area Career and Technology Centers at 40%. To account for increases in costs and maintain reimbursement rates, the Department is requesting \$4 million for cost to continue. The additional \$4M would allow for the Department to continue to reimburse programs at a rate of 10% over the previous biennium, to account for an increase in costs.

New and Expanding Programs – \$22 million

Every year, new CTE programs are introduced and make substantial expansions. To support these programs, not at the expense to funding of existing programs, the agency is requesting \$22 million.

This will provide funding for new programs at comprehensive high schools, the State's existing Area Career and Technology Centers, and new Area Career and Technology Centers. Some of the new and expanding Centers that were funded with the CTE Capital Projects Grant in the 2021-23 biennium have begun operating in the 2023-25 biennium, with the remaining coming online in the 2025-27 biennium. This funding will continue to provide for more equitable access to diverse and quality CTE programs to more students in more areas of the state. New programs must align with in-demand occupations, as identified by the North Dakota Workforce Development Council. This funding will also allow for expansions at our Comprehensive High Schools and to fund Middle School CTE Programming for the first time.

Work-Based Learning Coordinators – \$1.5 million

To continue to expand work-based learning opportunities, the Department of Career and Technical Education is requesting an additional \$1.5 million to increase the number of WBL Coordinators in North Dakota. During the 2023 Legislative Session, NDCTE was appropriated \$1.5M, in which we granted \$50,000 grants to support coordinators. We are currently funding 16 coordinators, and with additional funding plan to fill in areas where access to a WBL Coordinator is lacking. These positions are a conduit between education and business, developing work-based learning opportunities as well as support the Learn Everywhere Initiative, as passed by the 67th Legislative Assembly.

One-Time Optional Request: Continuation of New and Expanding CTE Centers – \$56M

During the 2021 Legislative Session, the Department of Career and Technical Education was appropriated \$88.3 million for the intent to fund new and expanding CTE Centers. During the 2023 Legislative Session, due to the delay in accessing funds, inflationary funds were provided. \$26.5M in SIIF and approximately \$6M in Broadband dollars were transferred, to address inflation. Career and Technical Education is again asking for funds to continue this initiative. It is the request of the Department to provide the State Board the flexibility to not only grant dollars to continue to close the

gaps in funding needs due to budget overruns, but also grant funds to new projects, in areas of the State that do not currently have access to an Area Career and Technology Center. This amount was calculated as the Department requested \$56 million in 2023 to address inflation and received \$32.6 million, leaving a gap of around \$23M. The remaining funds could then be used to fund projects in areas of the state that do not have full access to an Area Career and Technology Center.

This slide shows the thirteen projects, their original grant award, awarded inflationary funds and those that are currently over budget. It also includes rationale of why the additional dollars are being requested.

CTE Educator Recruitment Strategies - \$650,000

This funding would be instrumental in supporting the development of new teachers. This would be a combination of assigning mentors for first- and second-year educators as well as support the tuition costs for individuals transitioning into the career and technical education field. The tuition costs include programs such as the VCSU Transition to Teaching program, that individuals moving from industry to education complete to learn how to become a teacher.

Virtual Reality Career Exploration

This funding request is to continue to provide and evolve immersive media opportunities for career exploration and awareness across Career and Technical Education. This can include hardware, software, and/or immersive spaces. Our partner in this project is in the process of also finding private dollars to serve as a potential match, to allow for all students K-12, to have access to these career exploration experience.

Workforce Training – \$1.6 million

TrainND requests base funding of \$2.5 million, and an additional \$1.6 million for a FY26 – FY27 pilot program to expand outreach initiatives into regional areas of opportunity and further drive

workforce education and training numbers higher throughout the state. The pilot program would add one sales-focused FTE per region, strategically locating the FTE person within each region to maximize efficiency and expansion opportunity. Sara Vollmer, TrainND Director for the Southeast Region will present on TrainND, later in the Hearing.

Marketplace for Kids

Marketplace for Kids is requesting an additional \$150,000, bringing the total allocation to \$450,000. This is the first increase requested since 2012. The request is to support Native American-Focused Programming, address a reduction in community and sponsorship funding and to address general increases in costs. Robert Heitkamp, director of Marketplace for Kids will provide testimony later, to further explain this request.

STEM Ecosystem

Funding is to support the hiring of staff for the STEM Ecosystem, to better manage the activities of the Ecosystem, secure private dollars to support STEM Education and to manage any grants that may be created with private funds. Beth Demke, Chair of the STEM Ecosystem, will provide additional testimony.

Funding for Additional FTE at Department of CTE – \$600,000

Two additional FTEs are being requested to provide outreach and support for the ND Office of Apprenticeship. The intent is to provide outreach and awareness to employers, educators, and students on the value of apprenticeship programs. Also, a focus would be to develop youth and pre-apprenticeship opportunities, to further assist developing workforce pipelines. HB1036 is currently a bill that requests three FTEs to be provided to the ND Department of Labor, for staff that would provide administrative support to the US Department of Labor North Dakota Office of Apprenticeship. This is a

discussion to have of what is the greater need to address expanding apprenticeship, capacity of the office of apprenticeship or supply of potential apprentices. This request addresses supply.

Agency Fees

Postsecondary educational institutions which act as "Postsecondary career schools" must heed North Dakota Century Code Chapter 15-20.4-02 and work with the North Dakota Department of Career and Technical Education in order to gain authorization to operate in the state.

"Postsecondary career school" means a private, vocational, technical, home study, business, professional, or other private school or college, or other private organization or person, operating in this state, offering educational credentials, or offering instruction or educational services, primarily to persons who have completed or terminated their secondary education or who are beyond the age of compulsory high school attendance, for attainment of educational, professional, or vocational objectives at a level no higher than the associate of applied science level. Century Code does allow some exemptions, but these must be made in writing to the board and reviewed. With the advent of more online training by out-of-state institutions, the emphasis for this decision is always given to the protection of North Dakota students.

The process involves a yearly online application, which includes the schools submitting items such as financial statements, proof of surety bond, proof of accreditation, course catalogue, student agreement (including student protection and reimbursement policy), current North Dakota enrollment, placement opportunities, etc. The initial application fee is \$1000, with renewal applications set at \$500. Although applications are due to the agency by April 1, the State Board of Career and Technical Education deliberates on findings and final authorization at their June meeting to provide schools authorization July 1 to June 30 of each year.

The next slide provides an overview of the status of any Federal State Fiscal Relief Funds the Department has been appropriated. I will review the slide in detail.

My final slide are policy bills that may directly impact the Department of Career and Technical Education, either on how we conduct our business, how we monitor our funding recipients or our budget directly. I am certain more are coming but will review what I am currently aware of.

Senator Sorvaag and members of the Senate Appropriations Education and Environmental Committee. This concludes my testimony, and I am happy to answer any questions you may have. If not, I would like to turn the podium over.



The North Dakota Department of Career and Technical Education (NDCTE) provides technical assistance, professional development activities, and performs evaluations for all CTE programs in the state, which includes:

- 543 secondary programs serving 25,388 students and
- 219 postsecondary programs serving 8,392 students.



Preparing Tomorrow's Workforce

School Year 2022-23

Perkins V Quality Performance Measures

NDCTE met 5 of 7 in the Secondary and all Postsecondary:
Secondary

- 1S1: Student Graduation Rate Reading Language Arts
- 2S1: Academic Proficiency in Reading/Language
- 2S2: Academic Proficiency in Mathematics
- 2S3: Academic Proficiency in Science
- 3S1: Post-Program Placement
- 4S1: Non-Traditional Program Concentration
- 5S3: Program Quality-Participated in Work-Based Learning

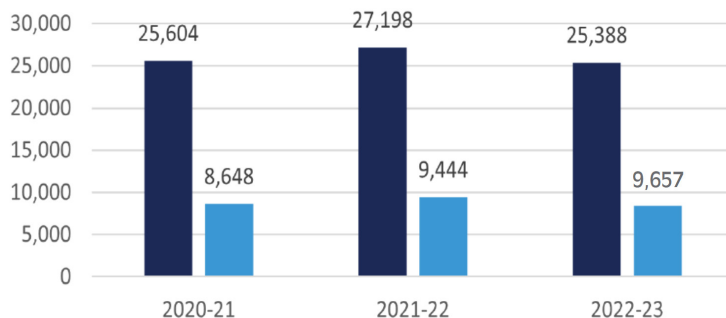
Postsecondary

- 1P1: Post-Secondary Placement
- 2P1: Earned Recognized Postsecondary Credential
- 3P1: Non-Traditional Program Concentration

97.88% In 2023, 97.88% of CTE Concentrators in North Dakota graduated on time compared to 83% of all high school students.

| | 2020-21 | | 2021-22 | | 2022-23 | |
|-------------------------------------|------------|-------------------|------------|-------------------|------------|-------------------|
| | Statewide | CTE Concentrators | Statewide | CTE Concentrators | Statewide | CTE Concentrators |
| Four Year Graduation Rate | 87% | 96.01% | 84% | 96.97% | 83% | 97.88% |
| Demographics | | | | | | |
| Asian American | 84% | 93.94% | 86% | 100% | 81% | 100% |
| Black | 81% | 87.18% | 71% | 91.43% | 69% | 94.4% |
| Hispanic | 73% | 90.76% | 72% | 94.89% | 68% | 92.7% |
| Native American | 70% | 88.41% | 65% | 87.56% | 65% | 95.58% |
| Native Hawaiian or Pacific Islander | 74% | 100% | 72% | 100% | 74% | 100% |
| White | 91% | 97.13% | 89% | 97.95% | 88% | 98.42% |

Statewide Enrollment



High School course enrollment in CTE is

38,151

(Duplicated Count)

25,388 or 74.47%
of all high school students are enrolled in a CTE course.

(Unduplicated Count)

CTE Concentrator: A student who has earned two or more credits in a single CTE program area recognized by the state.

Duplicated Count: One student may be enrolled and counted for data collection purposes in more than one course.

Unduplicated Count: A student is counted only once, even if that student is enrolled in and reported as a CTE concentrator in more than one program area.

Program Areas and Enrollment

**2022-23
STARS Data
(Duplicated)
Grades 9-12**

**2022-23
MIS03 Data
(Duplicated)
Grades 6-8**

Agricultural Education

Provides leadership, support, and curriculum integration for state agricultural education programs, the FFA CTSO, and postsecondary students in agriculture. Support instructors who provide one-to-one education for North Dakota farmers and ranchers enrolled in the North Farm Management Education Program.

5,617

3,636

Business Education

Provides leadership, support, and curriculum integration for state business education programs, the Future Business Leaders of America (FBLA) CTSO at the middle school, high school, and collegiate level.

8,087

9,616

Family & Consumer Sciences Education

Provides leadership, support and curriculum integration for state family and consumer sciences programs and the Family, Career and Community Leaders of America (FCCLA) CTSO.

10,320

8,428

Information Technology Education

Provides leadership, support, and curriculum integration for state information technology programs. Partnered with Cisco to provide free Networking and Information Communications Technology curriculum and training to schools. Provides secondary information technology students with free certification of Comp TIA IT Fundamentals, IC3, and MTA.

1,290

84

Marketing Education

Provides leadership, support, and curriculum integration for state marketing programs and the DECA CTSO. DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management in high schools and colleges.

2,579

0

Technology & Engineering Education

Provides leadership, support, and curriculum integration for state technology and engineering programs and the Technology Student Association (TSA) CTSO.

3,373

1,829

Trade, Industry, Technical Education, & Health Sciences Education

Provides leadership, support, and curriculum integration for state TITH programs and the SkillsUSA CTSO at the secondary and postsecondary level. Partners with a multitude of industry leaders to align technical programs and instructor certifications with national standards.

**Trade/
Industry/
Technical**

3,809

9

**Health
Sciences**

3,076

0

Totals

38,151

23,602

Program Support Services

Career Development

Provides leadership, support and curriculum integration for Career Development Programs in over 100 school districts. Provides career advisor training for counselors, educators and professionals interested in high school career development, leading to a globally recognized credential.

Career Resource Network

Provides technical support and guidance for RUReady.ND.gov, a web-based career information delivery system. Develops and delivers professional development resources to support career professionals and educators. Produces the *Career Outlook*, a resource with labor market information and college and career readiness information.

Education Data and Research

Updates Labor Market Information data for the Career Resource Network publications and other CTE program areas. Compiles, analyzes, and enters data in the Perkins Consolidated Annual Report portal.

Educational Equity

Assists schools in efforts to promote enrollments in and completion of programs leading to nontraditional careers.

Special Populations

Provides training and support for Career and Technical Resource Educators and Basic Skills Educators who provide academic assistance to at-risk CTE students in local schools and colleges.

Standards and Curriculum

Adopting national and/or industry standards in all CTE curricular areas. Integrating and identifying academic content throughout CTE curriculum.

Work-based Learning (WBL)

Provides training, leadership, resources and support for WBL Coordinators throughout the state to build a system of consistent, high-quality WBL experiences for all students.

New and Innovative Projects

Work-based Learning (WBL)

2022

- WBL Coordinator Endorsement & Training developed and implemented.
- 21 participants complete CTE WBL Coordinator Training.
- WBL Coordinators report an increase in WBL student experiences.
- Launched WBL Module through www.RUReadyND.gov partnering with Golden Path Solutions.
- More than 200 employers created accounts on the WBL Module to connect with educators and students.

2023

- Continues to expand, improve, and increase the effectiveness of WBL in North Dakota.
- Registration for CTE WBL Coordinator Training is open for new sessions starting March 1, 2023.

Capital Projects

The Capital Projects Fund, provided by the 67th Legislative Assembly, will expand access to Career and Technical Education opportunities through the construction of thirteen new and expanding CTE Centers and facilities.

Career and Technical Student Organizations (CTSOs)

CTSOs provide students with the opportunity to:

- Learn more about careers
- Develop leadership skills in preparation for college and career
- Test their skills at state and national competitions
- Participate in community service opportunities

| CTSO Chapters and Membership | | 2019-20 | 2020-21* | 2021-22 | 2022-23 | 2023-24 |
|------------------------------|----------|---------|----------|---------|---------|---------|
| DECA - High School | Chapters | 24 | 23 | 25 | 23 | 27 |
| | Members | 917 | 708 | 889 | 978 | 1,085 |
| DECA - Collegiate | Chapters | 9 | 9 | 9 | 8 | 8 |
| | Members | 205 | 143 | 172 | 149 | 143 |
| FBLA - High School | Chapters | 69 | 63 | 63 | 65 | 65 |
| | Members | 1,503 | 1,081 | 1,022 | 1,260 | 1,420 |
| FBLA - Middle School | Chapters | 15 | 10 | 21 | 21 | 21 |
| | Members | 99 | 61 | 160 | 191 | 172 |
| FBLA - Collegiate | Chapters | 4 | 3 | 4 | 4 | 4 |
| | Members | 25 | 21 | 32 | 45 | 31 |
| FCCLA | Chapters | 72 | 64 | 72 | 75 | 68 |
| | Members | 1,432 | 1,186 | 1,560 | 1,734 | 1,552 |
| FFA | Chapters | 90 | 85 | 93 | 94 | 95 |
| | Members | 6,227 | 6,252 | 7,141 | 8,000 | 7,118 |
| SkillsUSA | Chapters | 26 | 30 | 23 | 30 | 29 |
| | Members | 699 | 339 | 495 | 580 | 607 |
| TSA | Chapters | 25 | 17 | 16 | 18 | 14 |
| | Members | 321 | 196 | 184 | 233 | 154 |
| Total Chapters | | 334 | 304* | 326 | 337 | 331 |
| Total Members | | 11,428 | 9,987* | 11,655 | 13,164 | 12,282 |



DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe.



FCCLA promotes personal growth and leadership development through Family and Consumer Sciences education.



FBLA inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences.



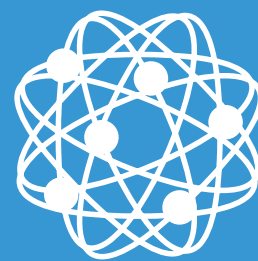
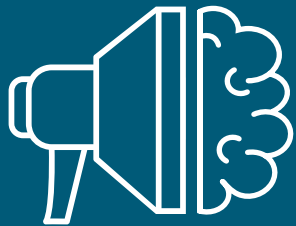
FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.



SkillsUSA is America's proud champion of the skilled trades. Our mission is to empower students to become skilled professionals, career-ready leaders and responsible community members.



TSA fosters personal growth, leadership, and opportunities in Science, Technology, Engineering, and Mathematics (STEM).



NORTH DAKOTA

Career and Technical Education

PREPARING TOMORROW'S WORKFORCE



North Dakota Department of Career and Technical Education
600 East Boulevard Avenue - State Capitol, 15th Floor
Bismarck, ND 58505-0610 Phone (701) 328-3180
www.cte.nd.gov
cte@nd.gov

About CTE

Career and Technical Education (CTE) prepares students, both youth and adults, for a wide range of careers. These careers require varying levels of education; high school diplomas and postsecondary certificates, apprenticeships, or two and four-year college degrees. Students add value to their overall education by completing CTE programs of study that provide opportunities to earn industry-recognized credentials and college credit while still in high school.

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

By meeting the current needs and anticipating the future demands of the economy, CTE is critical to our nation's economic success. CTE is a leader in building collaborative connections among education, economic development, and workforce development to ensure alignment of policies and program delivery. Standards are rigorous, blend academic and technical content, and are internationally benchmarked.

Career and Technical Education is a vital part of the total educational system. It provides equitable opportunities for all students to develop skills they need to:

- Learn through career development while meeting academic standards;
- Earn as productive citizens in a global society, and;
- Live as contributing members of their communities.

More than 11,000 students in North Dakota middle schools, high schools, colleges, and universities take part in career and technical student organizations (CTSOs) with others who share their career interests. CTSOs put students in contact with teachers and business people from their chosen career areas and let them practice the leadership, employability, and technical skills they'll need for success. The experience is fun and can lead to lifetime relationships with future professional colleagues.

Over
25,000
students are
enrolled in a CTE
Career Cluster
related
course.

CTE
Career Cluster
Programs have over
a 97% graduation
rate.

Our Future Workforce

With one of the lowest unemployment rates in the United States and a steady increase in job growth, North Dakota stands as a pinnacle of success for transferring secondary and post-secondary individuals into thriving members of the job force. To continue this path of success, programs must be given adequate support and attention to grow and evolve with technology and workforce needs. CTE is dedicated to providing the tools to administrators and students for advancing and exploring development.



Cross Cutting Clusters highlight the versatile and interconnected nature of today's workforce.



CTE Program Areas

AGRICULTURAL EDUCATION
 FAMILY AND CONSUMER SCIENCES EDUCATION
 CAREER DEVELOPMENT
 INFORMATION TECHNOLOGY EDUCATION
 HEALTH SCIENCES EDUCATION
 TECHNOLOGY & ENGINEERING EDUCATION
 TRADES, INDUSTRY, & TECHNICAL EDUCATION
 BUSINESS EDUCATION
 MARKETING EDUCATION

Career Clusters

The Career Clusters serve as an organizational model to group occupations with similar traits. Essential skills and knowledge for each cluster have been identified and provide the foundation for CTE curriculum development and instruction. Students are able to create plans of study which result in a complete range of career options. As such, career clusters help students discover their interests and abilities, and empowers them to choose the educational pathway that can lead to future success.

Program areas are designed to be fluid with the evolving work culture of today's society, making program areas overlap. This requires today's students and young professionals to diversify their soft and hard-skills to remain competitive and successful.

Career and Technical Student Organizations

DECA: DECA Prepares emerging leaders and entrepreneurs in high schools and college around the globe in marketing, finance, hospitality and management.

FBLA: (Future Business Leaders of America): The mission of FBLA and FBLA Collegiate is to bring business and education together in a positive working relationship through innovative leadership and career development programs.

FCCLA: (Family, Career and Community Leaders of America): Students focus on multiple roles of a family and community member; members develop skills for life through character development, creative and critical thinking, interpersonal communications, practical knowledge and career preparation.

FFA: A program dedicated to developing student potential for premier leadership, personal growth, and career success through agricultural education.

SkillsUSA: A partnership of students, teachers and industry representatives working together to ensure America has a skilled workforce. Activities in local chapters revolve around preparation for competitions in a broad range of leadership and career skills.

TSA: (Technology Student Association): Provides students the ability to gain leadership and opportunities in technology, innovation, design and engineering. TSA members prepare for challenges of a dynamic world by promoting technological literacy, leadership and problem solving resulting in personal growth and opportunities.

HOSA: (Health Occupations Students of America): This student-led organization creates a local program of work to engage in community service, explore healthcare workforce opportunities, and experience personal growth.



Career Resources

Work-Based Learning and the Next Step in Career Development



North Dakota Career and Technical Education (NDCTE) provides RUReady.ND.gov to students across the state as part of its commitment to preparing tomorrow's workforce. This dynamic platform is widely used by schools, offering resources for creating 4-year rolling plans, exploring and planning careers, engaging in work-based learning, and preparing for postsecondary pathways. RUReady.ND.gov empowers students to take control of their future by providing the tools to make informed decisions about their education and career options.

Work-Based Learning

Aims to prepare students for the emerging job force by giving the unique opportunity of working and developing critical skills.

A Message from Wayde Sick, Director of Career and Technical Education:

The North Dakota Department of Career and Technical Education (NDCTE) supports CTE programs through several key initiatives:

- **Funding:** NDCTE provides financial assistance to schools and institutions to develop and enhance CTE programs. This includes federal Perkins funding and state grants to support equipment purchases, curriculum development, and program expansion.
- **Standards Development:** The department collaborates with educators and industry partners to develop industry-based standards, to ensure curriculum provided locally meets the needs of today's workforce.
- **Professional Development:** NDCTE offers training and resources for educators, helping them stay current with industry trends and instructional best practices.
- **Industry Partnerships:** By fostering relationships with business and industry leaders, NDCTE helps schools provide work-based learning opportunities, internships, and apprenticeships.
- **Program Evaluation and Improvement:** The department regularly evaluates CTE programs to ensure quality and effectiveness, providing feedback and support for continuous improvement.

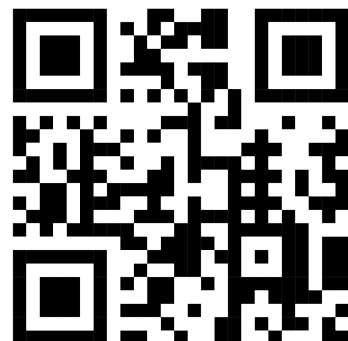
These combined efforts enable NDCTE to strengthen Career and Technical Education statewide, fulfilling its commitment to preparing tomorrow's workforce.

To support the effective use of RUReady.ND.gov, NDCTE offers workshops and resources to help educators integrate the platform into their work with students.

Check us out on Facebook and X!

facebook.com/NorthDakotaCTE/

[@NorthDakotaCTE](https://twitter.com/NorthDakotaCTE)



cte.nd.gov

2025-27 Department of Career and Technical Education Legislative Priorities

For the 69th Legislative Session, the Department of Career and Technical Education has identified the following as budget priorities. The following change packages are both increases to the agency's base budget and one-time requests.

On-going requests – To be included in the base budget

Cost to Continue – \$4 million

Currently High School Career and Technical Education programs are reimbursed at our comprehensive high schools at 27% and 40% at the Area Career and Technology Centers. To account for increases in costs and maintain reimbursement rates, the Department is requesting \$4 million for cost to continue. – The Department is currently drafting a revised funding policy, that is based on outcomes instead of costs, which will incentivize high quality programs and reduce the red-tape the current funding policy requires.

New Programs – \$22 million

Every year, new CTE programs are introduced and make substantial expansions. To support these programs, not at the expense to reimbursement of existing programs, the agency is requesting \$22 million. This will include provide funding for new programs at comprehensive high schools, existing and new Area Career and Technology Centers. The new Centers were funded with CTE Capital Project Grant in the 2021-23 biennium and will began operation in the 2023-25 or 2025-2027 biennium. This funding will continue to provide for more equitable access to diverse and quality CTE programs, to more students, in more areas of the state. New programs must align with in-demand occupations, as identified by the North Dakota Workforce Development Council.

Work-Based Learning Coordinators - \$1.5 million

To continue to expand work-based learning opportunities, the Department of Career and Technical Education is requesting \$1.5 million to continue to increase access to work-based learning coordinators, to be located throughout the state, primarily housed at Area Career and Technology Centers. These positions would be the conduit between education and business, developing work-based learning opportunities as well as support the Learn Everywhere Initiative, as passed by the 67th Legislative Assembly. This total grant allocation will be \$3 million.

TrainND - \$1.6M

TrainND requests base funding of \$2.5 million, and an additional \$1.6 million for a FY26 – FY27 pilot program to expand outreach initiatives into regional areas of opportunity and further drive workforce education and training numbers higher throughout the state. The pilot program would add one sales-focused FTE per region, strategically locating the FTE person within each region to maximize efficiency and expansion opportunity.

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Marketplace for Kids is requesting an additional \$150,000, bringing the total allocation to \$450,000. This is the first increase requested since 2012. The request is to support Native American-Focused Programming, address a reduction in community and sponsorship funding and to address general increases in costs.

STEM Ecosystem - \$250,000

Funding is to support the hiring of staff for the STEM Ecosystem, to better manage the activities of the Ecosystem, secure private dollars to support STEM Education and to manage any grants that may be created with private funds.

Career and Technical Education Recruitment Strategies - \$650,000

This funding would be instrumental in supporting the development of new teachers. This would be a combination of assigning mentors for first- and second-year educators as well as support the tuition costs for individuals transitioning into the career and technical education field.

Virtual Reality Career Exploration - \$2,000,000

This funding request is to continue to provide and evolve immersive media opportunities for career exploration and awareness across Career and Technical Education. This can include hardware, software, and/or immersive spaces.

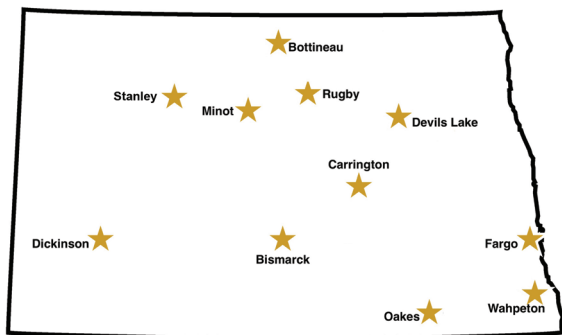
Additional FTEs - \$600,000

Two additional FTEs are being requested to provide outreach and support for the ND Office of Apprenticeship. The intent of these staff is to provide outreach and awareness to employers, educators, and students on the value of apprenticeship programs. Also, a focus would be to develop youth and pre-apprenticeship opportunities, to further assist developing workforce pipelines.












One-Time Optional Requests

CTE Capital Projects Program - \$56 million

Although thirteen different projects were funded across the state during the 2021-23 biennium, there are still gaps in the state where Area Career and Technical Education centers are not serving. This funding is to continue the initiative, started in the 2021 Legislative Session, to close the gaps on access to quality and diverse CTE programming. Current CTE Centers would also be able to tap into this funding, to continue to expand their offerings.



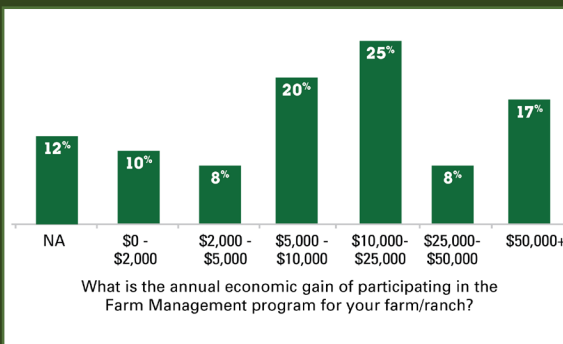
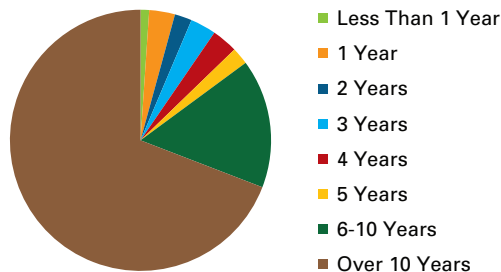
ND Farm Management Locations

- **Bismarck**
Bismarck State College 
- **Bottineau**
Dakota College at Bottineau 
- **Carrington**
Carrington Research Extension Center 
- **Devils Lake**
Lake Region State College 
- **Dickinson**
Dickinson Research Extension Center 
- **Fargo**
ND State College of Science, Fargo 
- **Minot**
North Central Research Extension Center 
- **Oakes**
Southeast Area Vocational Center 
- **Rugby**
Hartley's Mall 
- **Stanley**
208 S Main Street, Office 1 
- **Wahpeton**
ND State College of Science 

ND FARM MANAGEMENT EDUCATION

ND FARM MANAGEMENT EDUCATION

How many years have you been a member of the Farm Management analysis program?



Contact Information:

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www.ndfarmmanagement.com

 @North Dakota Farm Management Education Program



Sponsored by: North Dakota Department of Career & Technical Education
Bismarck, North Dakota





Where Do You Receive Your Financial Education?

| | Farm Management | Lender/Accountant |
|--|-----------------|----------------------------------|
| Goal Setting | ✓ | |
| Explanation of Financial Documents | ✓ | Lender: Limited |
| Assessing Personal Skills | ✓ | |
| Help Establish a Record Keeping System | ✓ | Lender: Limited |
| Balance Sheet Preparation | ✓ | Lender: ✓ Accountant: Limited |
| Financial & Production Trends | ✓ | Lender: Limited |
| Cash Flow Planning | ✓ | Lender: ✓ |
| Cash Reconciliation | ✓ | Lender: ✓ Accountant: ✓ |
| Income Statement | ✓ | Lender: ✓ Accountant: Limited |
| Year End Analysis | ✓ | Lender: Limited |
| Crop & Livestock Enterprise Analysis | ✓ | Lender: Limited |
| Explanation of Financial Numbers | ✓ | Lender: Limited |
| Cost of Production Per Unit | ✓ | |
| Analyzing Alternatives | ✓ | |
| Risk Management & Marketing | ✓ | |
| Tax Planning Preparation | ✓ | Lender: Limited Accountant: ✓ |

Our Mission: To provide lifelong learning opportunities in economic and financial management for persons involved in the farming and ranching business.

Provides Instruction/Assistance in:

- Business/Family goal setting
- Improving the farm or ranch's recordkeeping system
- Increasing the knowledge of farm and ranch financial management through planning and business analysis
- Developing an understanding of the financial strengths and weaknesses of the farm or ranch business
- Improving the efficiency and organization of the farm or ranch business
- Developing the operator's and family's appreciation of the effects of current and long term decisions
- Benchmarking – operator has an opportunity to compare his farm profit, balance sheet ratios and farm enterprises to similar farms in their Region and the State



What are producers saying about our program?

"The Farm Management Program is absolutely a critical tool for my operation. It is vital to securing my operating funds. It is crucial to my decision making. It is extremely useful when comparing to other producers throughout the state to evaluate things that are good to poor. Every farm operation, large or small, should be required to participate in this program."

- Bismarck State College Program Enrollee  BISMARCK STATE COLLEGE

"It has allowed us to make more intelligent decisions based on the information provided to us in the packet. It has allowed our lender to also better understand the farming operation. With the stress and tight margins in the farm sector today, the Farm management program is a wonderful working tool to assist all involved in the operation."

- Dakota College at Bottineau Program Enrollee  DAKOTA COLLEGE AT BOTTINEAU

"It's nice to have someone you can talk to that knows & understands your operation and is willing to help you achieve your personal goals. The Farm Management Program is a very valuable source of guidance for my operation."

- North Dakota State College of Science Program Enrollee  NDSOS



ND FARM MANAGEMENT EDUCATION

2024-2025 INSTRUCTOR LIST

| City | Instructor | School Host | Address | Phone |
|-------------|--|-----------------------------|--|--|
| Bismarck | Thomas Wood thomas.j.wood@bismarckstate.edu | Bismarck State College | Bismarck State College 1500 Edwards Avenue Bismarck, ND 58506 | 701-224-5417 (o) 406-534-1981(c) |
| Bottineau | Linda Burbidge linda.burbidge@dakotacollege.edu | Dakota College at Bottineau | Dakota College at Bottineau 105 Simrall Blvd Bottineau, ND 58318 | 701-228-5442 (o) 701-388-2727 (c) |
| Carrington | Jason Fewell jason.fewell@lrsc.edu | Lake Region State College | Carrington Research Extension Center PO Box 219 663 Hwy 281 NE Carrington, ND 58421 | 701-652-2951 (o) Ext: 119 701-331-1363 (c) |
| Devils Lake | Darren Wilcox darren.wilcox@lrsc.edu | Lake Region State College | Lake Region State College 1801 College Dr. North Devils Lake, ND 58301 | 701-662-1562 (o) 701-350-2965 (c) |
| Fargo/Oakes | Kelcey Hoffmann kelcey.hoffmann@ndscs.edu | ND State College of Science | Mail To: North Dakota State College of Science-Fargo 1305 19 th Ave N Fargo, ND 58102 SE Region Career & Technical Center-Oakes 924 7 th Street South Oakes, ND 58474 | 701-231-6931 (o) 701-535-0165 (c) |
| Minot | Lynsey Aberle lynsey.aberle@dakotacollege.edu | Dakota College at Bottineau | North Central Research Extension Center Farm Management Education Attn: Lynsey Aberle 5400 Hwy 83 South Minot, ND 58701 | 701-857-7660 (o) 701-720-2323 (c) |
| Rugby | Morgan Stutrud morgan.stutrud@dakotacollege.edu | Dakota College at Bottineau | Farm Management Education 126 2 nd Street SW Suite 108 Rugby, ND 58368 | 701-776-5095 (o) 785-458-8475 (c) |
| Stanley | Duane Kabanuk duane.kabanuk@dakotacollege.edu | Dakota College at Bottineau | North Central Research Extension Center Farm Management Education Attn: Duane Kabanuk 5400 Hwy 83 South Minot, ND 58701 | 701-306-4487 (c) |
| Wahpeton | Leah Maertens leah.maertens@ndscs.edu | ND State College of Science | ND State College of Science 800 N 6 th St Wahpeton, ND 58076 | 701-671-3031 (o) 701-671-3031 (c) |

ND FARM MANAGEMENT EDUCATION

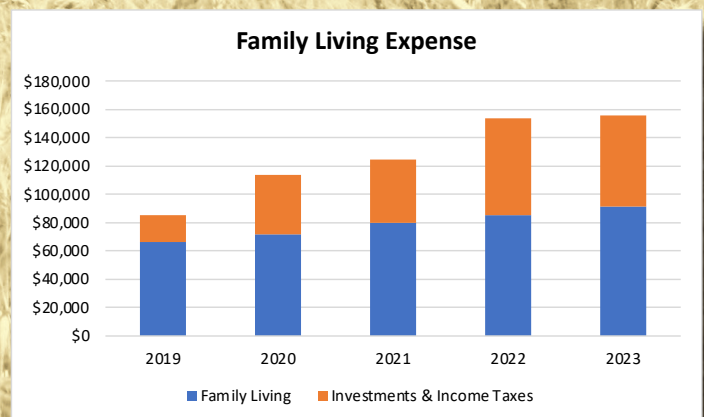
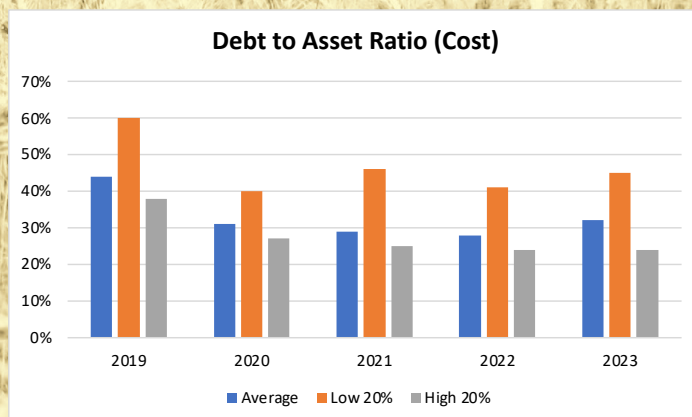
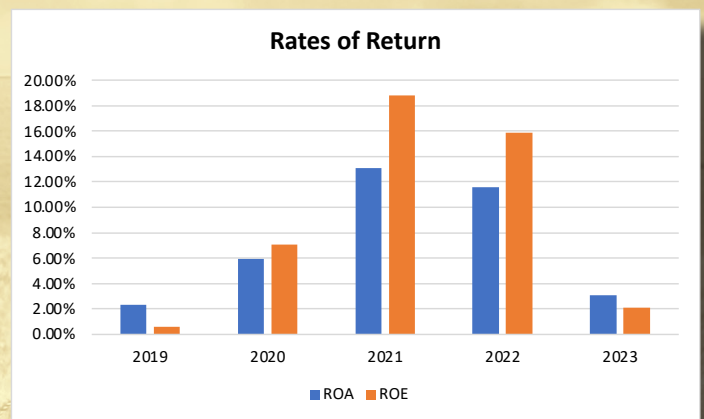
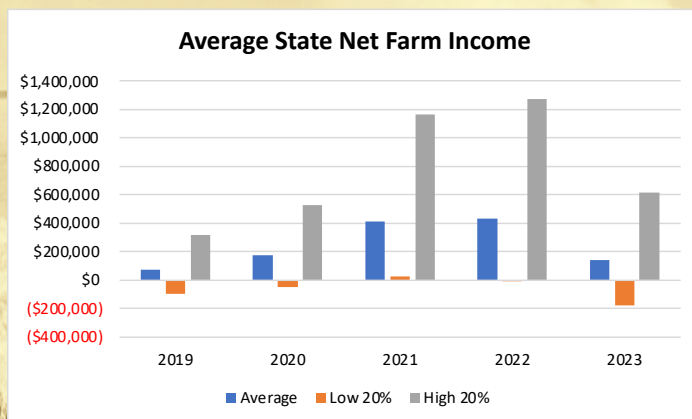
Highlights from the 2023 North Dakota Averages

The average net farm income for the 230 farms that were included in the 2023 North Dakota Farm Management Education Report was \$139,574 compared to \$430,678 in 2022. Median net farm income, a representation of the typical farm, was \$73,462 compared to \$253,784 in 2022 and \$262,188 in 2021.

Statewide the crop yields were slightly higher than the previous year with the exception of soybeans, sunflowers, and durum, which were all down slightly from 2022. Producers dealt with falling commodity prices both during and after harvest and received significantly less income from government payments and crop insurance. Sugar beets had the highest net return per acre at \$384.93 followed by pinto beans at \$254.48, barley at \$125.31, soybeans at \$99.31 and, durum at \$98.79 per acre, respectively.

The cow/calf producers experienced higher market prices in 2023 which aided in a higher net return of \$236.98 per cow. This was a \$285.45 increase from 2022. The average weaning weight was unchanged in comparison to 2022 at 521 pounds. Feed cost was roughly \$100 higher at \$543.52 per cow and producers sold calves at an increased value of \$262.75 per hundred weights compared to \$194.09 in 2022.

The rate of return on assets was 3.1% and the rate of return on equity averaged 2.1%. This indicates that borrowed money wasn't quite making returns back to the operation with a lower return on equity in 2023. Term debt coverage ratio decreased from 4.31 in 2022 to 1.51 in 2023. This ratio represents the ability of the average farmer to make payments with money left over for family living costs and taxes. Working capital for the group averaged \$560,334 compared to \$782,447 in 2022. The net farm income ratio decreased from 29.1% in 2022 to 10.2% in 2023, putting farms in a less efficient position in comparison to last year.



Highlights from the 2023 Red River Valley Averages

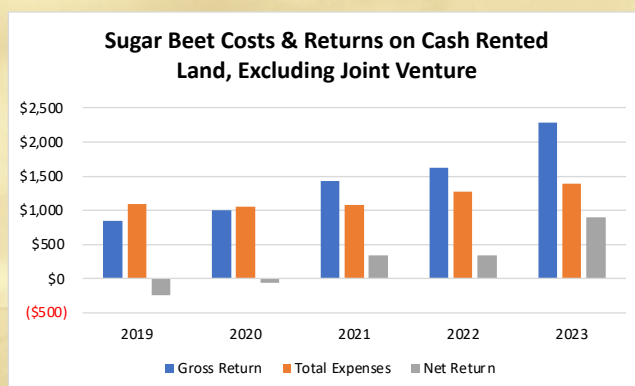
Overview for Red River Valley

After years of strong profits, the Red River Valley experienced a drastic reduction in net farm income in 2023. The regional report consisting of 203 farms showed an average net farm income of \$305,338. This is a decrease of \$210,274 from the previous year's net farm income of \$515,612. This was primarily caused by decreased commodity prices and increased operating costs. The average operator in the Red River Valley was 47 years old with 23 years of farming experience. In 2023, the average farm consisted of 1,943 crop acres which is up slightly from 1,858 acres in 2022. The average farm's operating expense ratio was 73.8% compared to 63.0% in 2022 and the net farm income ratio decreased to 17.2% from 28.3%. The average farm showed a decrease in their current ratio to 2.23 compared to 2.58 in 2022.

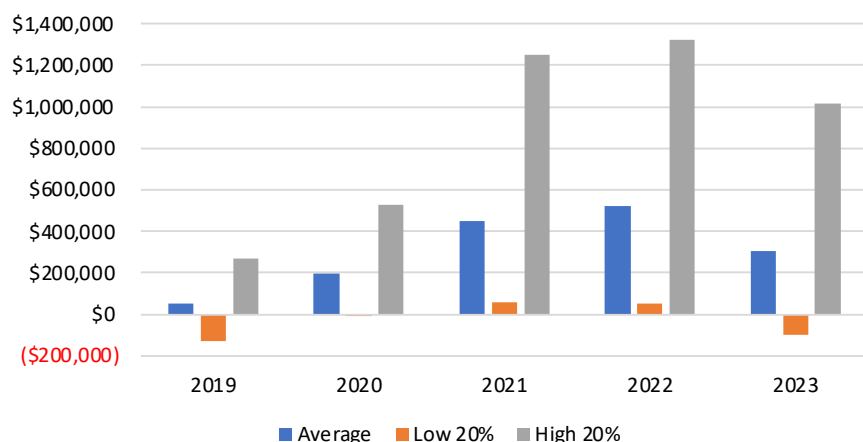
Due to lower commodity prices, 2023 net crop return per acre drastically declined in comparison to 2022 net returns with the exception of sugar beets. Most notably, corn dropped from \$241.68 per acre in 2022 to \$22.78 per acre, soybeans dropped from \$157.70 in 2022 to \$64.45 per acre, and wheat dropped from \$102.18 in 2022 to -\$3.59. Sugar beets saw an increase from \$341.42 per acre in 2022 to \$896.67 per acre in 2023.

2023 Average Crop Yields and Returns on Cash Rented Land

| | <i>HRSW (bu/ac)</i> | <i>Soybeans (bu/ac)</i> | <i>Corn (bu/ac)</i> |
|-------------------------------|-------------------------|-----------------------------|-------------------------|
| Yield/ac | 68.01 | 42.75 | 171.60 |
| Total Cost/ac | \$525.96 | \$447.08 | \$809.06 |
| Net Return/ac | \$102.18 | \$157.70 | \$241.68 |
| Cost/Unit Produced | \$7.73 | \$10.46 | \$4.71 |



Red River Valley Net Farm Income



Summary of Cash Flows

Gross Farm Income \$1,679,143
 Non Farm Income \$41,886
 Total Cash Farm Exp. \$1,298,164
 Income Taxes \$35,191
 Family Living \$94,965
 Money Borrowed \$770,131
 Principal Payments \$615,007

The average net farm income for 2023 was \$305,338 compared to \$519,837 in 2022. In addition, non-farm income averaged \$41,886 in 2023 compared to \$42,048 in 2022.

Highlights from the 2023 North Dakota Region 2 Averages

Overview for Region 2

The north central region of North Dakota had a sharp decline of profitability in 2023 due to decreased commodity prices. The regional report from 116 farms showed a net farm income (NFI) of \$74,902, which was a decrease of \$249,830 from the previous year's NFI of \$323,922. In 2023, the average farm consisted of 1,957 crop acres, and 283 acres of pasture, crop acres are up slightly from acreage reported in 2022 but pasture acres decreased. The average farm operator's age decreased slightly to 44.4 years of age from 44.9 and has been farming for 19.2 years. The average farm's operating expense ratio was 79.8% compared to 61.9% in 2022 and the net farm income ratio decreased to 7.3% from 29.0%. The average farm showed a decrease in their current ratio to 1.92 compared to 3.03 in 2022.

Crop yields increased slightly in most cases but due to lower commodity prices 2023 net crop return per acre drastically declined in comparison to 2022 net returns. Most notably, canola dropped from \$123.14 per acre in 2022 to \$4.84 per acre, corn dropped from \$78.42 in 2022 to -\$7.07 per acre, and soybeans dropped from \$101.84 in 2022 to \$39.37. Barley, however, saw an increase from \$39.50 per acre in 2022 to \$83.16 per acre in 2023.

Cow/Calf producers saw a substantial increase in returns in 2023 from 2022. The average gross margin for whole herd with backgrounding was \$1,083.86 per cow with a net return of \$566.66 per cow. Compared to 2022, this was an increase of \$351.57/cow in gross margin and an increase of \$580.74/cow in net return. Direct and overhead costs per cow showed a decrease of \$228.97 from 2022 to \$517.2. Direct and overhead costs per cwt. produced were \$100.99/cwt., compared to \$150.96/cwt. in 2022. Average prices received were \$276.77/cwt in 2023, \$96.65 higher than the \$180.12/cwt received in 2022.

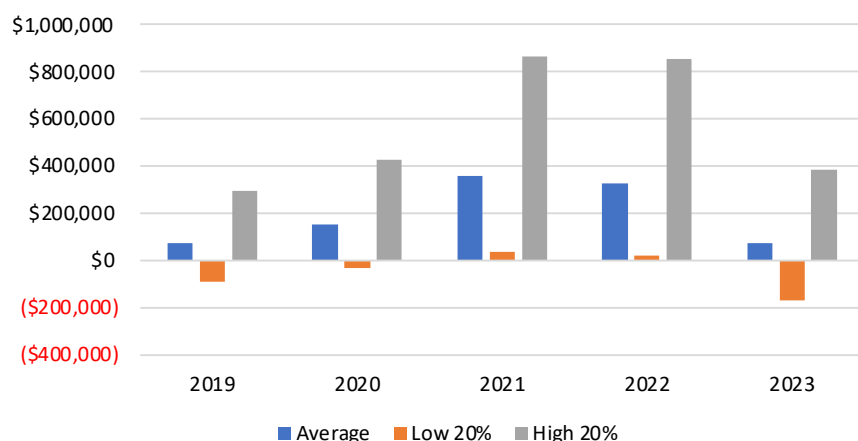
2023 Average Crop Yields and Returns on Cash Rented Land

| | Soybeans (bu/ac) | Barley (bu/ac) | Canola (cwt/ac) | HRSW (bu/ac) | Corn (bu/ac) | Peas (bu/ac) |
|--------------------|---------------------|-------------------|--------------------|-----------------|-----------------|-----------------|
| Yield/ac | 29.05 | 65.38 | 20.34 | 55.65 | 100.89 | 34.66 |
| Total Expense/ac | \$340.03 | \$372.56 | \$462.55 | \$406.98 | \$501.86 | \$286.57 |
| Net Return/ac | \$39.37 | \$83.16 | \$4.84 | \$11.54 | \$(7.07) | \$50.44 |
| Cost/unit produced | \$11.70 | \$5.70 | \$22.74 | \$7.31 | \$4.97 | \$8.27 |

2023 Cow/Calf w/backgrounding

| | Average |
|----------------------|-----------|
| Gross Margin/cow | \$1083.86 |
| Direct Expense/cow | \$453.87 |
| Overhead Expense/cow | \$63.33 |
| Total Expense/cow | \$517.20 |
| Net profit per cow | \$566.66 |

Region 2 Net Farm Income



Summary of Cash Flows

Gross Farm Income \$934,735
 Non Farm Income \$52,697
 Total Cash Farm Exp. \$732,231
 Income Taxes \$17,335
 Family Living \$87,476
 Money Borrowed \$702,685
 Principal Payments \$516,289

The average net farm income for 2023 was \$74,902 compared to \$323,922 in 2022. In addition, non-farm income averaged \$48,132 in 2023 compared to \$32,194 in 2022.

Highlights from the 2023 North Dakota Region 3 Averages

Overview for Region 3

The south-central region of North Dakota had a less profitable year than 2022, with net farm income decreasing for the first time after four consecutive years of increases. The regional report consisting of 47 farms showed a net farm income of \$319,533, which is down 58.5% from 2022's profit of \$769,741. The average farm operator was 48.2 years of age and had been farming for 24.6 years. In 2023, the average farm consisted of 3,493 crop acres and 485 acres of pasture or rangeland, crop acres are up slightly from 2022 while pasture acres decreased. The average farm's operating expense ratio was 72.6% compared to 57.9% in 2022 and the net farm income ratio decreased to 14.3% from 32.7%. The average farm showed a decrease in their current ratio to 2.27 compared to 3.08 in 2022, which is still considered very strong.

2023 crop yields increased in comparison to 2022 for most crops. However, lower crop prices, significantly higher expenses, and reduced government and crop insurance payments caused a decline in net income for the region. Pinto beans and barley were the most profitable crops due to good yields and prices, followed by soybeans, corn, spring wheat, canola, and sunflowers. Net returns per acre for most crops were lower than 2022 returns. Pinto beans is a notable exception due to poor yields in 2022 causing net income to be significantly higher in 2023. Sunflower saw a 109% decline in net return per acre due to lower yields and significantly decreased prices.

The net income per beef cow (excluding backgrounding) for the region was \$270.06. This is 117% higher than the \$124.51 per cow earned in 2022. The average cost of production was \$837.64 per cow and \$213.66 per cwt. produced, within \$3 of the same measures for 2022.

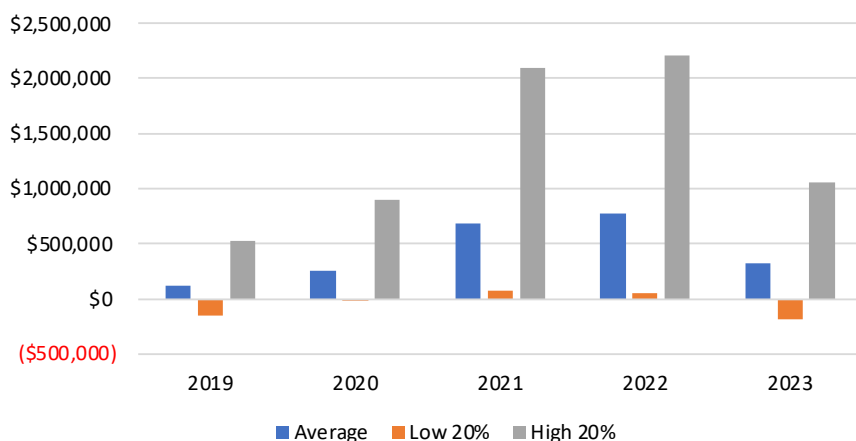
2023 Average Crop Yields and Returns on Cash Rented Land

| | HRSW (bu/ac) | Canola (cwt/ac) | Corn (bu/ac) | Soybeans (bu/ac) | Pinto Beans (cwt/ac) | Barley (bu/ac) | Sunflowers (cwt/ac) |
|--------------------|-----------------|--------------------|-----------------|---------------------|-------------------------|-------------------|------------------------|
| Yield/ac | 64.42 | 19.82 | 155.55 | 40.74 | 22.37 | 85.52 | 21.51 |
| Total Cost/ac | \$396.80 | \$493.97 | \$659.57 | \$361.63 | \$557.11 | \$443.91 | \$446.14 |
| Net Return/ac | \$57.52 | \$(19.69) | \$58.41 | \$149.90 | \$266.96 | \$167.34 | \$(27.00) |
| Cost/Unit Produced | \$6.16 | \$24.92 | \$4.24 | \$8.88 | \$24.90 | \$5.19 | \$20.74 |

2023 Cow/Calf

| | Average |
|----------------------|-----------|
| Gross Margin/cow | \$1107.70 |
| Direct Expense/cow | \$699.10 |
| Overhead Expense/cow | \$138.54 |
| Total Expense/cow | \$837.64 |
| Net return per cow | \$270.06 |

Region 3 Net Farm Income



Summary of Cash Flows

Gross Farm Income \$2,062,430
 Non Farm Income \$38,476
 Total Cash Farm Exp. \$1,536,069
 Income Taxes \$39,770
 Family Living \$117,177
 Money Borrowed \$1,810,939
 Principal Payments \$1,511,475

The average net farm income for 2023 was \$319,533 compared to \$769,741 in 2022. In addition, non-farm income averaged \$38,489 in 2023 compared to \$44,369 in 2022.

Highlights from the 2023 North Dakota Region 4 Averages

Overview for Region 4

The western region of North Dakota saw a decrease in net farm income in 2023. The regional report from 25 farms showed an average net farm income of \$89,434 which was \$265,362 lower than what we saw in 2022, due to lower crop commodity prices and lower government payments. The average farm consisted of 1952 crop acres and 1833 pasture acres. The average farm operator's age increased slightly to 48 years of age with 22 years of farming experience. The average farm's operating expense ratio was 77.7% compared to 61.4% in 2022 and the net farm income ratio decreased to 7.5% from 29.7%. The average farm's current ratio also decreased this year to 1.87 from 2.15 in 2022.

In 2023, soybean and corn yields were significantly higher while hard red spring wheat stayed similar to last year's yield. Despite lower crop prices, the crops were still profitable but certainly not as profitable as 2022.

Cow/calf producers had a tremendous year as the markets increased. The average gross margin for a whole herd with backgrounding was \$1,470.41 per cow with a net return of \$208.33 per cow. The average herd size was 150 cows and the average feed cost per cow was \$897.14. In addition, the average weaning percentage was about 88% with an average weaning weight of 546 pounds.

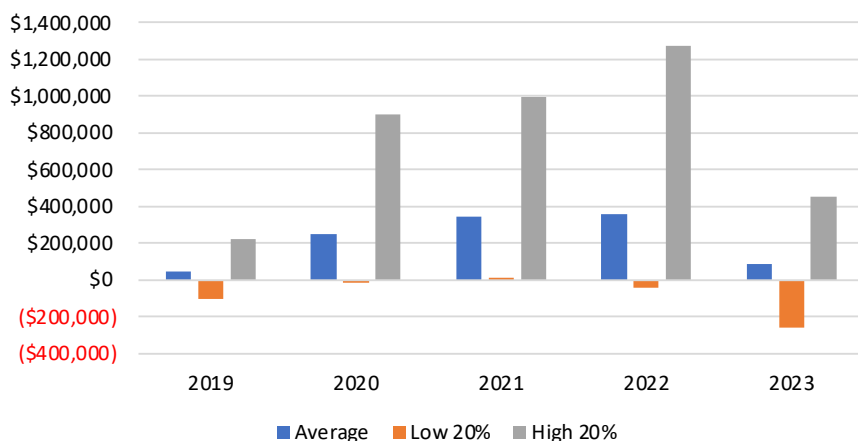
2023 Average Crop Yields and Returns on Cash Rented Land

| | <i>HRSW (bu/ac)</i> | <i>Corn (bu/ac)</i> | <i>Soybeans (bu/ac)</i> |
|-------------------------------|-------------------------|-------------------------|-----------------------------|
| Yield/ac | 54.67 | 144.14 | 37.74 |
| Total Cost/ac | \$398.42 | \$551.53 | \$348.38 |
| Net Return/ac | \$8.40 | \$51.39 | \$160.58 |
| Cost/Unit Produced | \$7.29 | \$3.83 | \$9.23 |

2023 Cow/Calf

| | <i>Average</i> |
|-----------------------------|----------------|
| Gross Margin/cow | \$1470.41 |
| Direct Expense/cow | \$1126.33 |
| Overhead Expense/cow | \$135.75 |
| Total Expense/cow | \$1262.08 |
| Net profit per cow | \$208.33 |

Region 4 Net Farm Income

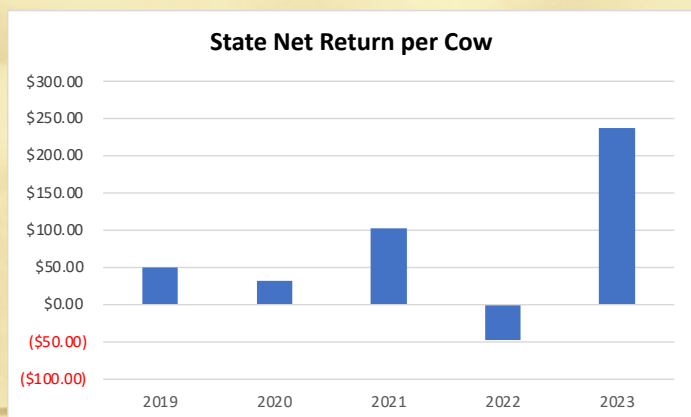
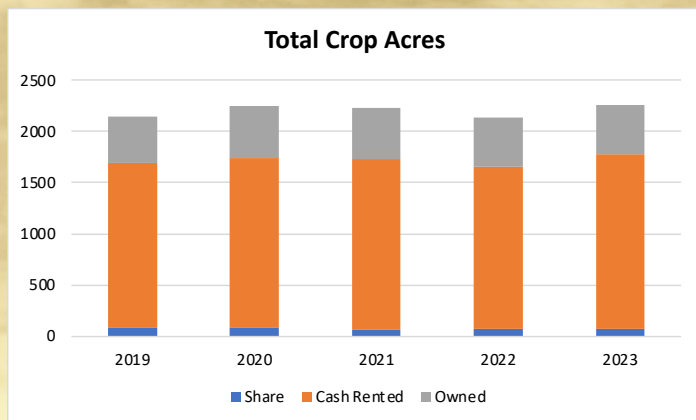


Summary of Cash Flows

Gross Farm Income \$1,079,550
 Non Farm Income \$63,848
 Total Cash Farm Exp. \$870,175
 Income Taxes \$12,909
 Family Living \$74,566
 Money Borrowed \$838,003
 Principal Payments \$710,824

The average net farm income for 2023 was \$89,437 compared to \$354,799 in 2022. In addition, non-farm income averaged \$63,848 in 2023 compared to \$44,103 in 2022.

More Highlights from the 2023 North Dakota Farm Management Education Program Averages



Cow-Calf Herds

| | 2023 | 2022 | Difference |
|---|----------|----------|------------|
| Average Weaning Weight | 521# | 521# | 0# |
| Average Price of Calves sold directly off cow | \$262.75 | \$194.09 | \$68.66 |
| Feed cost per Cow | \$543.52 | \$443.78 | \$99.74 |
| Net return per cow | \$236.98 | -\$48.47 | \$285.45 |

Beef Backgrounding

| | 2023 | 2022 | Difference |
|----------------------------|----------|----------|------------|
| Average lbs gained/head | 147.3# | 104.4# | 42.9# |
| Net return/cwt produced | \$43.57 | \$40.75 | \$2.82 |
| Average sale price | \$202.20 | \$148.83 | \$53.37 |
| lbs of feed fed/lb of gain | 17.46# | 10.39# | 7.07# |
| Average daily gain | 1.37# | 1.95# | -0.58# |

2023 ND Farm Management Education Instructors

Bismarck – Kyle Olson
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 701-224-5417

Dickinson – Kyle Olson
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Bottineau – Linda Burbidge
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Fargo – Kelcey Hoffmann
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Wahpeton – Leah Maertens
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Oakes – Kelcey Hoffmann
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 701-231-6931

Rugby – Morgan Stutrud
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 701-776-5095

Our Mission

"To provide lifelong learning opportunities in economic and financial management for adults involved in the farming and ranching business."

[trainND]

SHOWCASE & HIGHLIGHTS

PRESENTED BY SARA VOLLMER | DEAN, CONTINUING EDUCATION

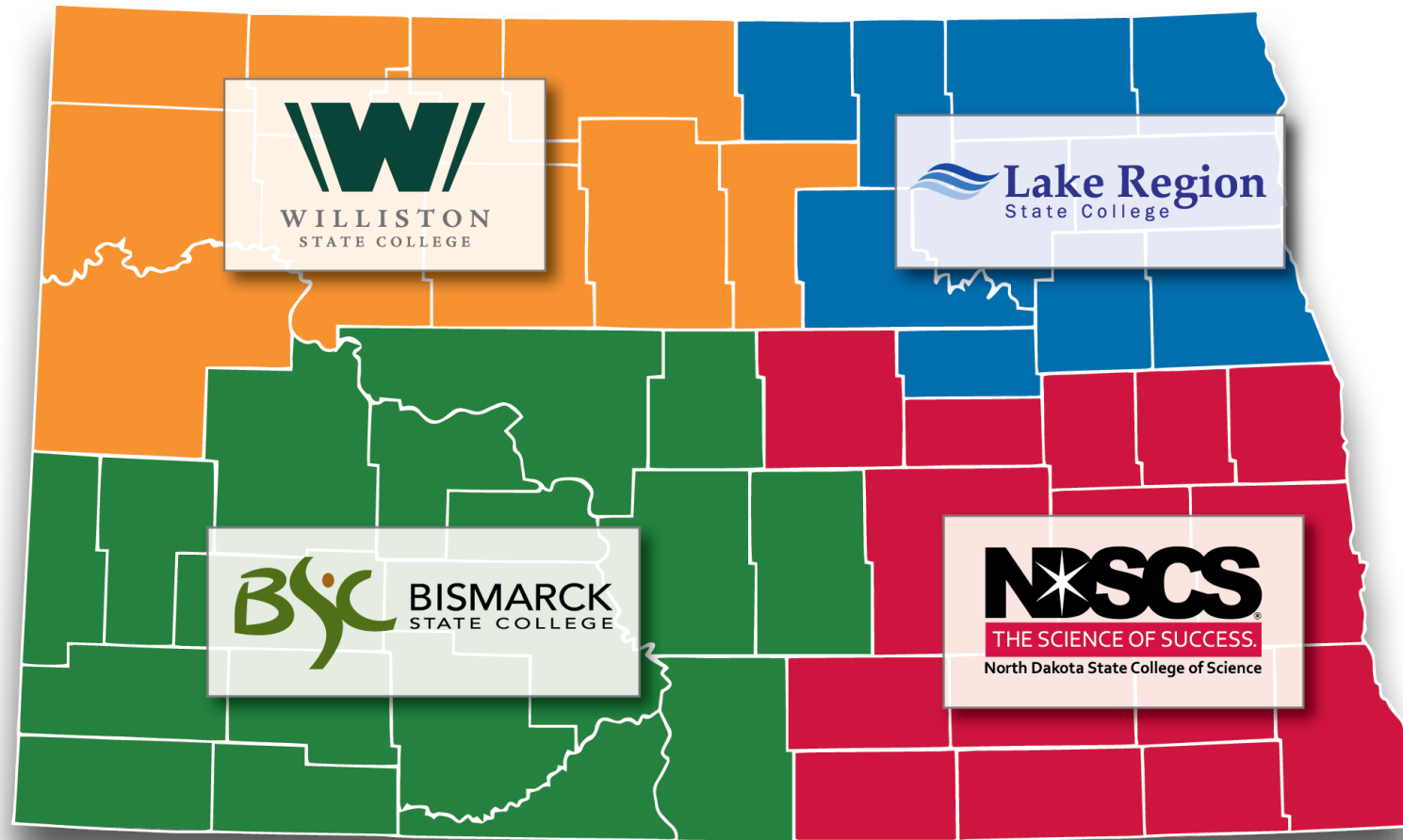
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COLLABORATIVE NETWORK

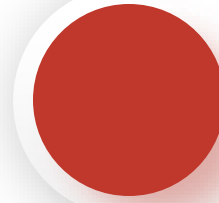
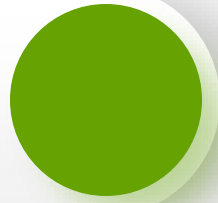
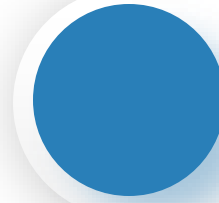
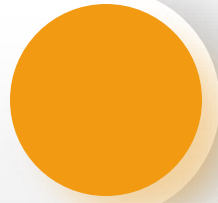


History of TrainND

TrainND Collaborative Network



Who Are We?



trainND

&

THE WORKFORCE



Workforce Needs



Demand for workforce is nationwide



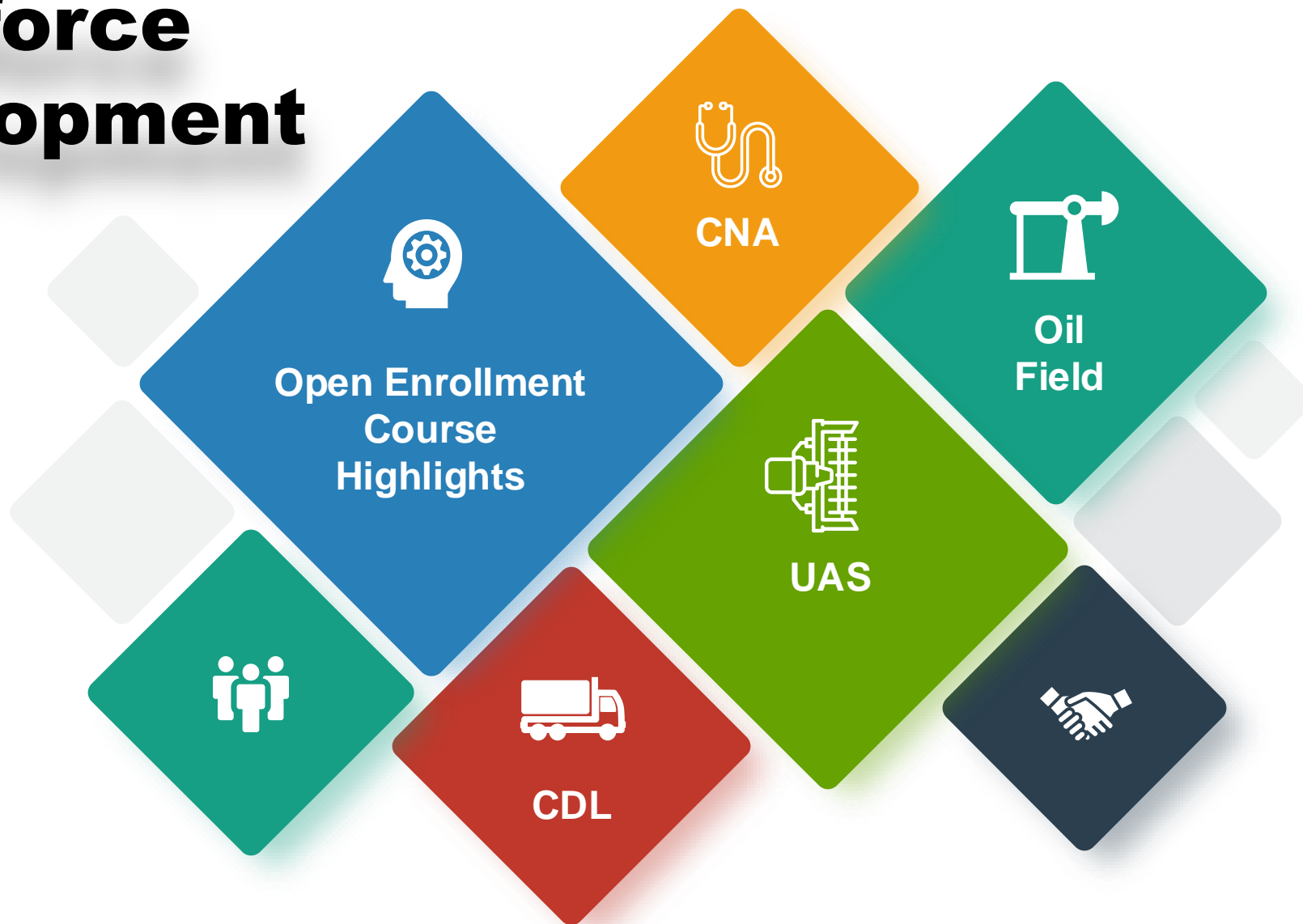
Tackling this challenge encompasses multiple agencies and programs



Each agency plays a role and works collaboratively

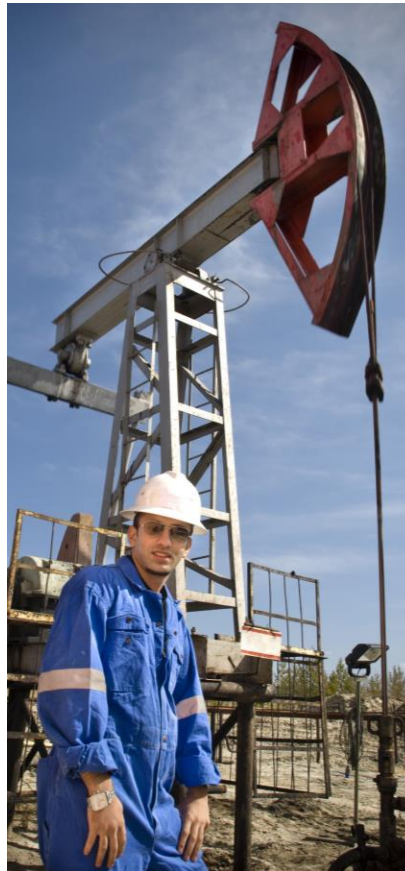
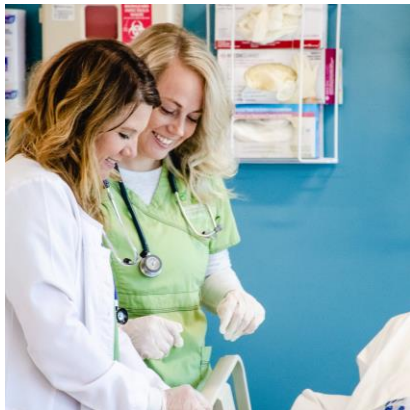


Workforce Development





Workforce Training



Industry



Healthcare



Energy

[It's a competitive world. Train for it.]

trainND & APPRENTICESHIPS



Apprenticeships



How Do Apprenticeships Help with Workforce?



Meet the
Students Where
They Are

Grow Your Own

Learn and Work
at the
Same Time

trainND

& THE STATS



FY 24 Annual TrainND Numbers & Highlights



1,621

Businesses
Served



11,686

Unduplicated
Participants



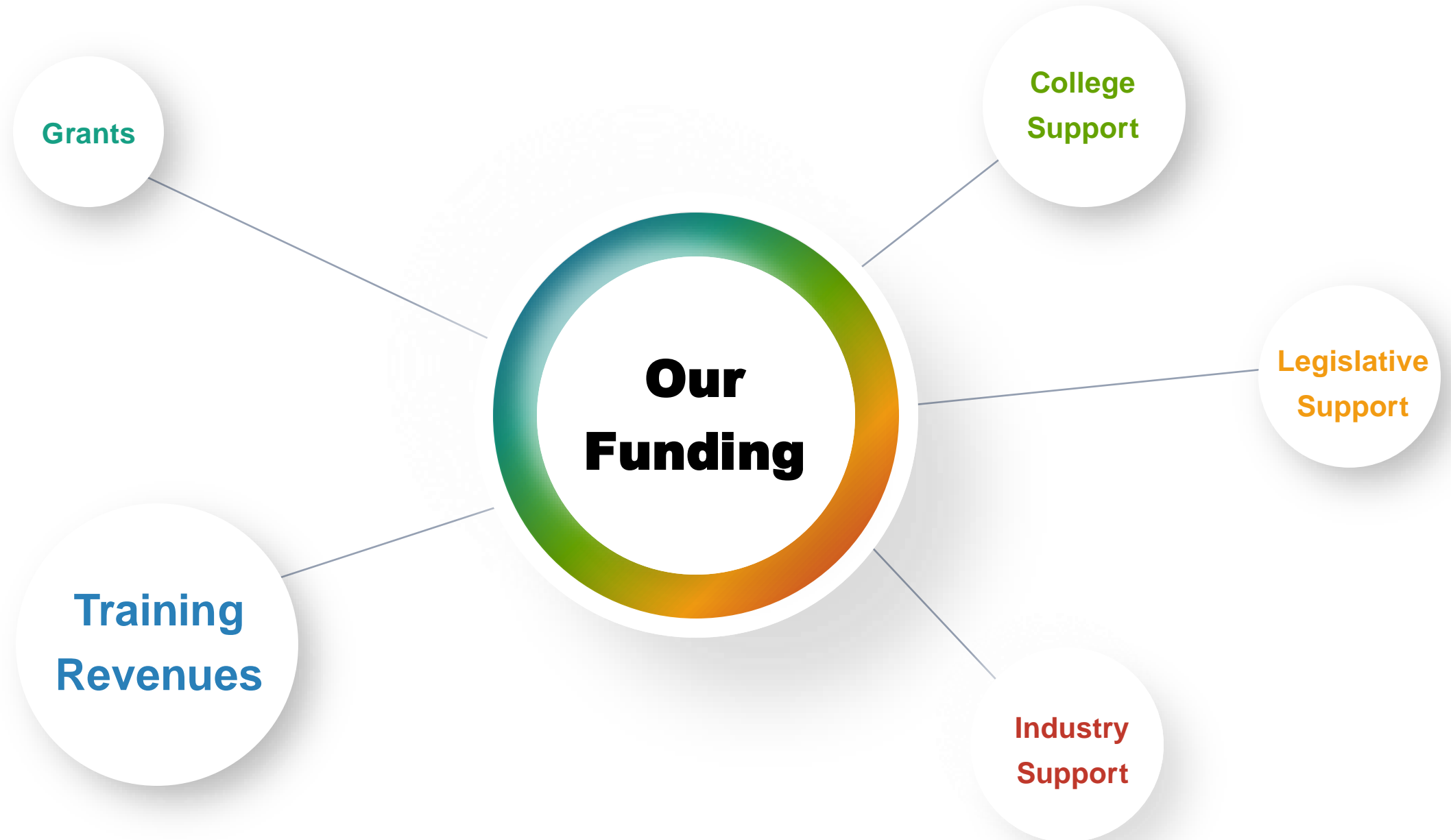
190,653

Contact
Hours



\$4,628,206

Total
Revenue

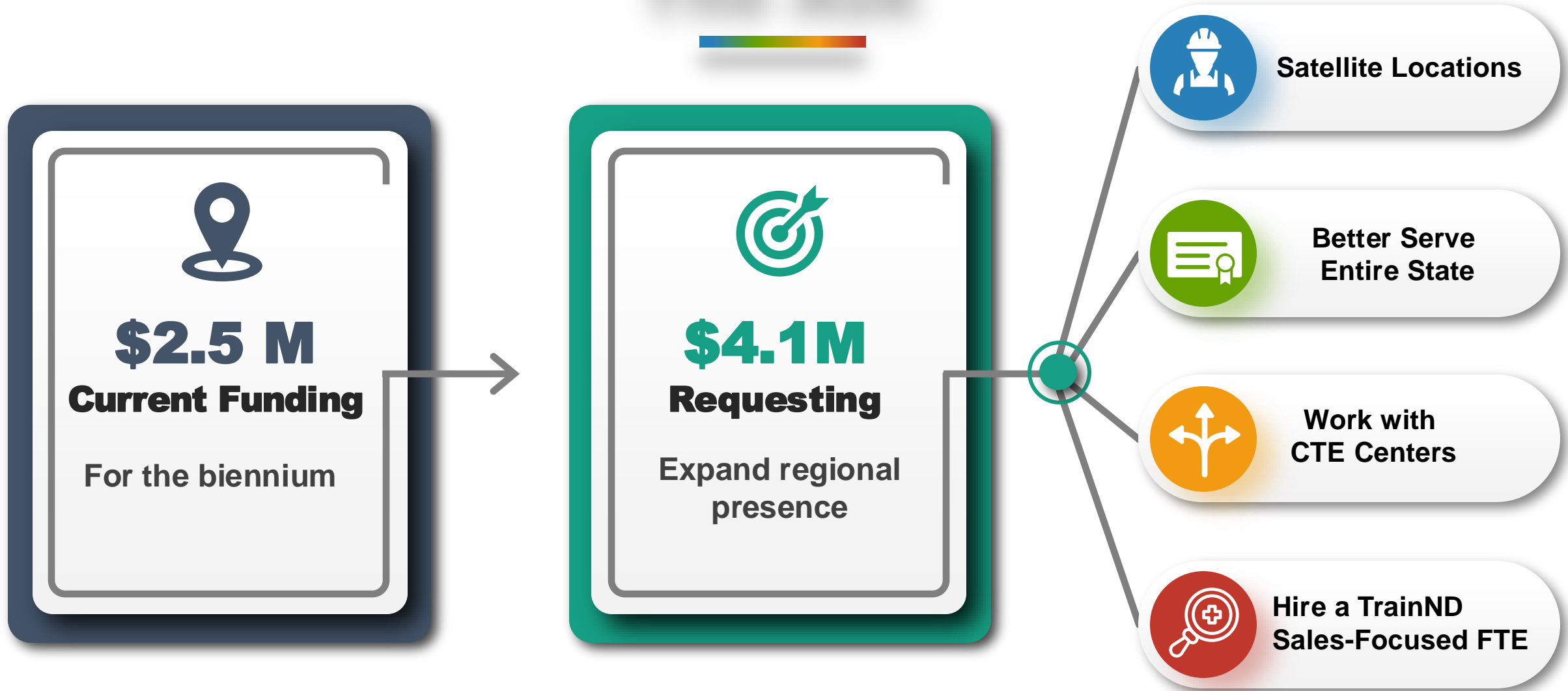


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& THE OPPORTUNITIES



The Ask



**Questions?
Thank you!**

**ND 69th Legislative Assembly
ND Senate Appropriations Committee
SB2019 Testimony Document**

Content:

- 2024/25 Goals
- Performance
- 30th Year History
- “The Entrepreneurs of Tomorrow
Are Preparing Today!”
- Letters of Support



**Marketplace for Kids Inc.
106 Mathews St.
Mantador, ND 58058
701-242-7744**

www.marketplaceforkids.org

Contact:

**Executive Director
Robert Heitkamp**

rheitkamp@mfknd.org





Marketplace for Kids 2024-25

The Entrepreneurs of Tomorrow
Are in Our Schools and Homes Today!



Mission:

To encourage youth to explore entrepreneurship and self-employment through the recognition and development of their inventive, creative thinking and problem-solving skills.

Vision:

Our vision is for every student to receive entrepreneurship education and encouragement to become a lifelong partner in building stronger communities.



2024/25 Goals

- ✓ Add New Education Day - Roundup, Montana 9/25/24
- ✓ Add New Education Day - Grand Farm 10/22/24
- ✓ Add New Education Day - Fort Totten 11/1/24
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HOW DOES MFK ALIGN WITH CTE'S VISION?

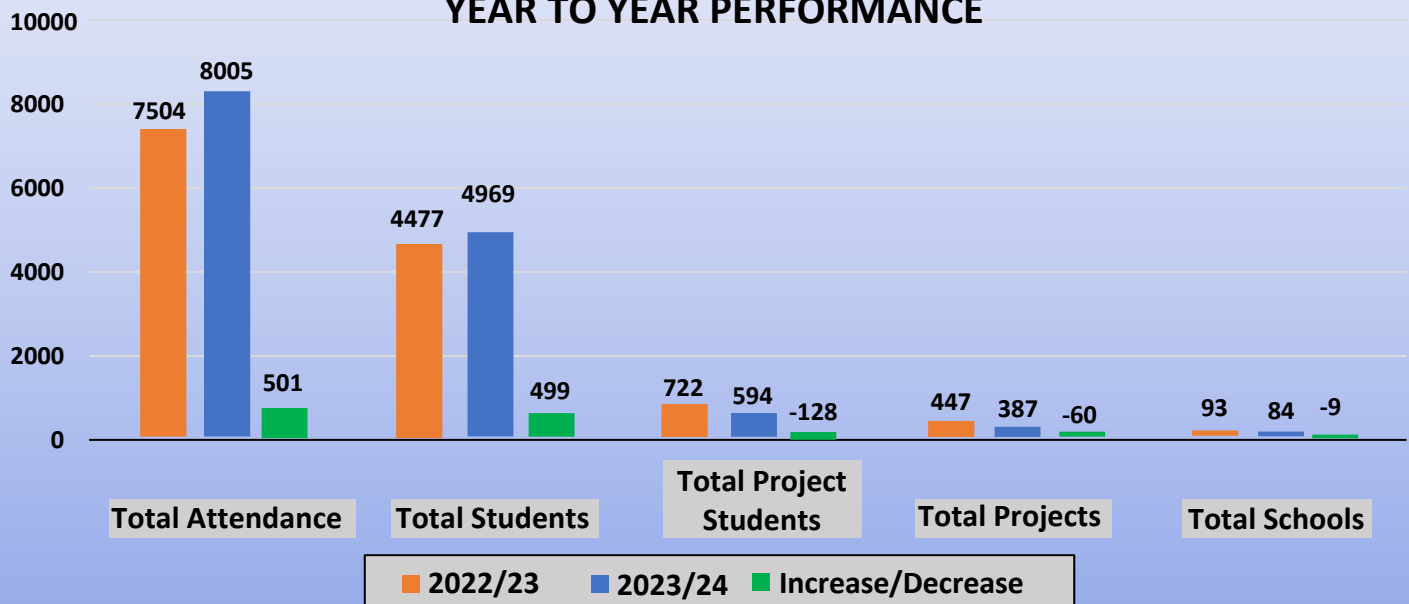
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ECONOMIC AFFECTS - PERFORMANCE - WHAT'S NEW!!!

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for



Igniting the Spirit of Innovation!



Marketplace for Kids

“The Entrepreneurs of Tomorrow Are Preparing Today!”

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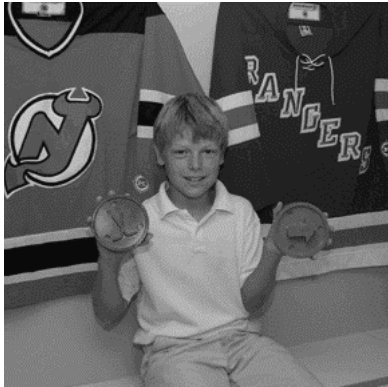
STANDARDS:

- ✓ MFK meets State and National Standards in Science, Technology, Entrepreneurship Education, Arts, Math, and Language.
- ✓ Numerous MFK representatives reviewed the standards and provided feedback to the Consortium for Entrepreneurship Education to validate and/or improve the content and organization of the National Content Standards for Entrepreneurship Education. These standards represent a framework for all organizations to work together to “Accelerate Entrepreneurship in America.”

RESOURCES:

- ✓ MFK provides continuing education credit to the education network.
- ✓ Classroom outreach sessions to help students and teachers get started planning.
- ✓ Supplies lesson plans (from teachers), Learning Guide and resources to meet the demand of a growing/changing education network.

Success Stories



Riley Giauque is an Ambassador for the MFK Program and has represented the program as a Keynote Speaker at the Consortium for Entrepreneurship Education Annual Meeting and numerous Marketplace for Kids Education Days. Riley's passion for hockey and creativity led him to invent the EZPUCK and ONETIMER. EZPUCK is a stationary disk that allows users to improve their stickhandling and puck control on the ice. ONETIMER is a hockey training device that allows users to practice passing both on and off the ice. Riley featured his EZPUCK invention at Marketplace for Kids when he was in the fourth grade and has since filed and received a patent for both the EZPUCK and ONETIMER. He currently markets his products online through his website www.ezpuck.com and has sold his products across

the globe. Riley was also the recipient of the 2018 Scholarship for Entrepreneurship at North Dakota State University.



Ethan Bowman is an Ambassador for the MFK Program. Ethan's invention, EZGRO, a self-watering system was the 1st Place winner of the Bright Ideas Showcase and Contest in 2012. He has gained national recognition with an interview in a National Agriculture magazine and his garden concept was used at a nursery in his hometown of Jamestown, ND where he also volunteered his time to improve his concept. You can view his EZGRO invention on YouTube at: <https://bit.ly/3nu6iLi>



Joshua Boen is an Ambassador for the MFK Program. In 2014, his love of competitive swimming and technology came together in the invention, iCoach, a real-time coach-athlete communication tool. iCoach is an app that enables coaches to directly communicate with their athletes while they're in action. The app connects with the athlete's headpiece via Bluetooth allowing the coach to speak to the athlete and gives the coach control over who is receiving their communication. iCoach allows the coach to pick recipients by displaying a list of all the athletes and allowing them to select one or all. Josh's iCoach invention was the 2014 1st Place winner of the Marketplace for Kids Bright Ideas Showcase and Contest held at Minot State University. Also, in 2014, Marketplace for Kids arranged for

Joshua to present his invention to Microsoft, Myriad Mobile, and One Million Cups in Fargo.



Marketplace for Kids

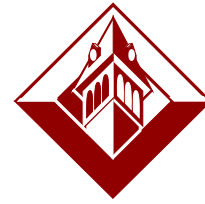
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RECOGNITION:

- MFK has been recognized as a program that should be replicated by the Consortium for Entrepreneurship Education.
- Featured in the national publication “Education Update” (a publication of ASCD Association for Supervision and Curriculum Development) as a program to begin teaching entrepreneurship early.
<http://www.ascd.org/publications/newsletters/education-update/jun09/vol51/num06/Educating-Emerging-Entrepreneurs.aspx>
- Recognized in the Midwestern Office of the Council of State Governments Newsletter as “**One of the best youth Entrepreneurship programs in the nation.**” (MFK students have presented at their annual Conference)
- Collaborates with the Consortium for Entrepreneurship Education on National Entrepreneurship Education Standards to provide entrepreneurial education programs to all Americans.

SUMMARY:

Marketplace for Kids is North Dakota's only elementary entrepreneurship education program for grades 3-8, in partnership with CTE. Supported by the North Dakota Legislature since 2005, it has **benefited over 175,000 students** and aligns with the National Standards for Entrepreneurship Education.



VALLEY CITY
STATE UNIVERSITY

December 31, 2024

Mr. Robert Heitkamp, Executive Director
Marketplace for Kids
106 Mathews St. Suite B
Mantador, ND 58058

Dear Chairman Sorvaag and Members of the Senate Appropriations Sub-Committee,

I am pleased to submit the following letter of support for continued legislative funding for the Marketplace for Kids program.

Marketplace for Kids is a nationally recognized educational program that is designed to promote career opportunities for 3rd – 8th grade students across North Dakota. Reaching our youth during these formative years is a unique and important aspect of the program which is designed to foster entrepreneurship, creative thinking, and problem-solving skills that encourage the state's youth to become productive members of the workforce and their local communities. A key component of Marketplace for Kids is Education Day, a series of one-day events held across North Dakota to promote career opportunities and showcase entrepreneurship to elementary and middle school students.

Valley City State University will be hosting its third annual Marketplace for Kids event on January 9th. Hosting an Education Day on the VCSU camps is an excellent opportunity to expose area students to career opportunities and develop and enhance skills in creative thinking, entrepreneurship, and problem-solving. This initiative will contribute to a greater statewide effort to educate students, contribute to a skilled workforce, and promote economic development in North Dakota.

On behalf of Valley City State University, I request your continued support of Marketplace for Kids. Such support will ensure the success of the statewide Education Days and help create a vibrant future for North Dakota. If you have any questions, please feel free to contact me by phone at (701) 845-7100 or email at alan.lafave@vcsu.edu. Thank you for your consideration.

Sincerely,

Alan LaFave, President
Valley City State University

MFK AND OPPORTUNITY:

Dear Chairman Sorvaag & ND Leaders,



www.graftonnd.gov

PO Box 578 | 5 East 4th Street | Grafton, ND 58237

Phone: 701.352.1561 | Fax: 701.352.2730 | TDD: 701.352.1411

December 30, 2024

Senate Appropriations Committee
North Dakota Legislative Assembly
600 E Boulevard Ave
Bismarck, ND 58505

Dear Honorable Members of the Appropriations Committee,

I am writing to express my strong support for continued and increased funding for Marketplace for Kids through the Career and Technical Education Department of North Dakota. This longstanding program plays a vital role in fostering entrepreneurial skills and innovation among elementary school students across the state. I urge you to prioritize this initiative in your upcoming budget considerations to ensure its continued success and further expansion.

Marketplace for Kids has been a critical resource for young learners, providing them with a hands-on platform to explore and develop entrepreneurial skills at an early age. This type of experiential learning is essential in preparing the next generation for a rapidly changing workforce.

However, the needs of the modern educational landscape are evolving. To continue its success and reach its full potential, Marketplace for Kids requires a rebranding and retrofitting effort to align with the digital age, contemporary business practices, and today's educational tools. With additional financial support, this program can be revamped to incorporate new technology, enhance digital literacy, and provide students with the resources to connect with real-world business mentors and opportunities in the 21st century.

This program has consistently demonstrated its value, filling a critical gap in the state's approach to entrepreneurship education. As we look toward the future, we must ensure that Marketplace for Kids remains a relevant, dynamic force in our educational system. Increased funding will allow this program to reach even more students and encourage them to become tomorrow's innovators, leaders, and entrepreneurs.

I respectfully ask for your support in increasing financial backing for Marketplace for Kids, and for your continued commitment to fostering entrepreneurship and innovation in North Dakota's youth.

Thank you for your time and consideration.

Sincerely,


Jennifer Dusek
Community Development Director
City of Grafton

The City of Grafton is an equal opportunity employer

MFK-2025-27 Contact Bob Heitkamp: (701)-242-7744/rheitkamp@mfknd.org / www.marketplaceforkids.org
ref: CTE SB2019 1/13/25 3:00 pm



December 27, 2024

Robert Heitkamp
Executive Director
Marketplace for Kids
106 Mathews Street, Suite B
Mantador, ND 58058

Dear Robert:

The Valley City-Barnes County Development Corporation is pleased to support Marketplace for Kids as a sponsor and legislatively to secure State funds for the program.

Last year, I had the opportunity to serve as a volunteer judge of the children's projects and spoke with each team of entrepreneurs. Their imagination and thoughtfulness were refreshing. Marketplace for Kids exposes our students to private businesses, specific educational opportunities, skill development, and the many possibilities that life can offer.

Education Day covers a broad range of opportunities that nourishes the curiosity and excitement of students and the world around them. Through hands-on learning, presentations and project development, students can gain an understanding of a wide range of topics from the trades and manufacturing to team building and STEAM.

Initiatives such as Marketplace for Kids are investments in our most valuable asset – our children. Education Day is a positive force in shaping our youth that will generate long-term, positive impact for students, businesses, and communities. We encourage approval of funding from the ND Career & Technical Education Department and wholeheartedly extend our support to other funding sources of your choosing.

Thank you for your work and dedication to North Dakota's students.

Respectfully,

A handwritten signature in blue ink that reads "Jennifer Feist". The signature is fluid and cursive.

Jennifer Feist
Director of Development



Angelle French, Director
Pembina County JDA
PO Box 595
Cavalier, ND 58220
angelle@redriverrc.com

January 2, 2025

Dear Chairman Sorvaag and Members of the Senate Appropriations Sub-Committee,

On behalf of the Pembina County Job Development Authority (PCJDA), I am writing to express our strong support for Marketplace for Kids and to encourage continued funding and recognition for this exceptional organization that plays a critical role in shaping the future of North Dakota's youth and communities.

Since its inception in 1995, Marketplace for Kids has empowered students across our state by encouraging them to explore entrepreneurship and self-employment while honing their creative thinking and problem-solving skills. This visionary program fosters an entrepreneurial spirit that aligns perfectly with North Dakota's goals of building a diversified, vigorous economy powered by innovative young leaders.

Marketplace for Kids' Education Days are the culmination of these efforts, providing students with a hands-on opportunity to explore careers, technology, and the future in an environment rooted in entrepreneurship and innovation. These events not only inspire creativity but also equip students with the tools and confidence to contribute meaningfully to their communities.

As an organization dedicated to supporting economic growth and workforce development, the PCJDA recognizes Marketplace for Kids as an invaluable partner in preparing our youth to lead and innovate. By instilling entrepreneurial skills and fostering lifelong learning, this program strengthens the fabric of our communities and ensures a brighter future for North Dakota.

We respectfully urge you to continue supporting Marketplace for Kids through funding and resources that enable the organization to fulfill its vital mission. Your investment in this program is an investment in the next generation of entrepreneurs, innovators, and community builders who will shape the future of our state.

Thank you for your dedication to the success of North Dakota's students and communities. Please do not hesitate to reach out if we can provide additional information or further support for this essential program.

Sincerely,

A handwritten signature in black ink, appearing to read "Angelle French". The signature is fluid and cursive, written over a light blue horizontal line.

Angelle French
Director, Pembina County Job Development Authority

MFK AND OPPORTUNITY:

Dear Chairman Sorvaag & ND Leaders,

December 30, 2024

Dear North Dakota Leaders,

It has been an honor to be part of the Marketplace for Kids program for the past eight years, volunteering as a presenter and board member, chaperoning my own kids' classes on Education Day, and as an advocate for the work the program does to advance workforce in North Dakota. Thank you for continuing to support the Marketplace for Kids mission in building community relationships in order to strengthen our workforce and make ND the best place to work, raise a family, and call home.

Each year, communities across the state plan for Marketplace for Kids Education Days. Teachers excite their students with the idea of creating inventions that could someday become their personal business. They support them throughout the brainstorming, planning, creating, and presentation process. In celebration, students gather at their local Education Day to explore careers, learn of job opportunities in their community, listen to the stories of community leaders, and present their own invention with the promise of a medallion in recognition of their effort. The energy radiating from the presenters, volunteers, teachers, and students is contagious.

Learning centers on connecting ideas and facts to authentic experiences. While learning begins in the classroom, hands-on experiences ignite the students' curiosity and passion. Marketplace for Kids is the only statewide, no-cost program that provides this type of experience for elementary and middle school kids. We hope to continue increasing the number of Education Days, especially in the rural and smaller areas that are often faced with challenges not permitting them to travel or participate in the regional Education Day.

As a parent of four school-aged kids, past elementary classroom teacher, current educational leader, and community member, I am grateful that our state offers this program to all of our kids. Helping as a judge at the Marketplace for Kids Education Days has allowed me to tap into the imagination and creativity of our students. I have observed devices that help with housecleaning jobs, machines that reduce pollution in our oceans, take care of pets when the owners are away, and reduce the amount of time we spend on daily tasks. Kids not only learn from the process of creating their own invention, but also are intrigued by the projects of their peers. Being inspired by others is one of the best ways to spark curiosity and learning.

The shortage of community helpers in North Dakota, particularly in rural areas, is evident when we visit our local restaurants, make doctor appointments, schedule routine maintenance for our vehicles and homes, shop in grocery stores, and read updates on teacher shortages in our schools. Luckily, we have the opportunity to alleviate this issue through programs like Marketplace for Kids. Marketplace for Kids provides experiences for students to explore exciting career opportunities while motivating our kids to seek careers within the state of North Dakota. I strongly believe that kids instinctively want to stay in the place they call home, yet often look outside their local community because they are unaware of the opportunities outside their front door. Marketplace for Kids provides this chance for kids.

Please consider this letter of encouragement for continued support for Marketplace for Kids. If you have questions or would like to visit about Marketplace for Kids, you are welcome to contact me at mleibel@nd.gov.

Sincerely,

Marijke Leibel EdD
Assistant Coordinator
ND RISE State Mentoring Program

MFK AND OPPORTUNITY:

Dear Chairman Sorvaag & ND Leaders,

January 2, 2025

Dear ND Legislative Leaders and Education Committee Members,

My name is Mary Haugo and I am currently the Board President of Marketplace for Kids. I have been a volunteer since the first Marketplace for Kids in Jamestown in 1995. I'm also a Region 5 co-chair in Fargo at our Microsoft event. I've had the privilege of working with our first Executive Director, Marilyn Kipp and now with our current Executive Director, Bob Heitkamp.

I am writing to ask you for an increase of \$150,000 for our funding from the Career and Technical Education Department of North Dakota. Costs have gone up considerably and we have added three Education Days to our program making it a total of fifteen Education Days in North Dakota. Your support is crucial to making our program a success.

Our 8 Board Members are committed to this worthwhile Program. We are all volunteers because we believe that Marketplace for Kids helps students in grades 3-8 become lifelong learners that will build stronger communities in North Dakota.

Education Days show students the career opportunities they have in their own community. Business leaders showcase what they have to offer which creates an interest in a career they maybe haven't heard of in their own backyard. Classes help students discover entrepreneurship, explore career opportunities, and show new ideas for starting a business.

As a teacher for 36 years I found it was so fulfilling to help the students create a project board for an invention they created. This required using reading, language, and technology skills. They also practice learning public speaking skills, meeting new friends and listening to others. The Standards of North Dakota and National Standards in Science, Technology, Entrepreneurship Education, Arts, Math and Language are met in all grades that participate.

Our Marketplace for Kids website is a great tool to help parents, teachers and students access information on how to become a part of this worthwhile program. Teachers register their students and inventions online for each Education Day.

By having your continued support we are able to keep this amazing program that has been going on for 30 years !

Our students are our future leaders of tomorrow and will hopefully stay in the great state of North Dakota !

Thank you for your consideration.

Respectfully,

Mary Haugo
State Board President of Marketplace for Kids



January 10, 2025

Senate Appropriations Committee
North Dakota State Legislature

Re: Senate Bill No. 2019

Honorable Committee Members,

I am writing to encourage your support of the Department of Career and Technical Education budget, particularly the funding directed toward science, technology, engineering, and mathematics initiatives. This funding directly supports the North Dakota STEM Ecosystem.

As the president of the North Dakota STEM Ecosystem, I can attest to the positive impact that state funding has made on students' access to STEM experiences across the state. The North Dakota STEM Ecosystem seeks to facilitate high-quality learning experiences in science, technology, engineering, and mathematics related fields for students across North Dakota.

Biennium funding has allowed ND STEM to provide grants that encourage education entities and business/industry partners to participate in STEM activities/projects for K-12 students within each of the four designated regions in the state (Northeast, Northwest, Southeast, Southwest) providing greater opportunities for rural and tribal communities. Grant awards in the current biennium will provide STEM experiences for approximately 7,000 students in over 125 school districts.

We are requesting additional funding for the 2025-2027 biennium to support the hiring of staff to ensure that all students in our state have access to STEM experiences. Since the inception of North Dakota's STEM Ecosystem in 2010, the organization has been managed by individuals who volunteer outside of their professional roles. The addition of ND STEM staff will create new opportunities for regional and statewide STEM events and will provide greater accessibility to ND STEM grants. Over the course of the biennium, ND STEM staff will seek grants and donations from a variety of stakeholders to match and eventually replace the additional state support being requested at this time.

The focus of ND STEM staff will be to develop and facilitate collaborative partnerships among five sectors – PreK-12 Education, Informal Education, Higher Education, Public Sector, and Industry, ensuring that our students are prepared for a STEM-focused workforce. Keeping the learner at the center, ND STEM staff will work to establish critical partnerships to identify and fill statewide STEM learning and workforce development needs. ND STEM staff will leverage our involvement in the STEM Learning Ecosystems Community of Practice, further connecting us to national resources. These connections are important as they can lead to opportunities for North Dakota students, such as our recent Artificial Intelligence Education Summit in New Town.

I appreciate the opportunity to share how the North Dakota STEM Ecosystem can better serve the students in our state and further magnify the state's investment in STEM. Your support for our additional funding request would be greatly appreciated.

Sincerely,

A handwritten signature in black ink that reads "Beth Demke". The signature is fluid and cursive, with the first name "Beth" and last name "Demke" clearly distinguishable.

Beth Demke, ND Lobbyist 2024-2025 #1081
President of the ND STEM Board of Directors
Chief Executive Officer, North Dakota's Gateway to Science

**ND 69th Legislative Assembly
ND Senate Appropriations Committee
SB2019 Testimony Document**

Content:

- 2024/25 Goals
- Performance
- 30th Year History
- “The Entrepreneurs of Tomorrow
Are Preparing Today!”
- Letters of Support



**Marketplace for Kids Inc.
106 Mathews St.
Mantador, ND 58058
701-242-7744**

www.marketplaceforkids.org

Contact:

**Executive Director
Robert Heitkamp**

rheitkamp@mfknd.org





Marketplace for Kids 2024-25



**The Entrepreneurs of Tomorrow
Are in Our Schools and Homes Today!**

Mission:

To encourage youth to explore entrepreneurship and self-employment through the recognition and development of their inventive, creative thinking and problem-solving skills.

Vision:

Our vision is for every student to receive entrepreneurship education and encouragement to become a lifelong partner in building stronger communities.



2024/25 Goals

- ✓ **Add New Education Day - Roundup, Montana** **9/25/24**
- ✓ **Add New Education Day - Grand Farm** **10/22/24**
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- ✓ **Add New Education Day - Belcourt** **2/21/25**
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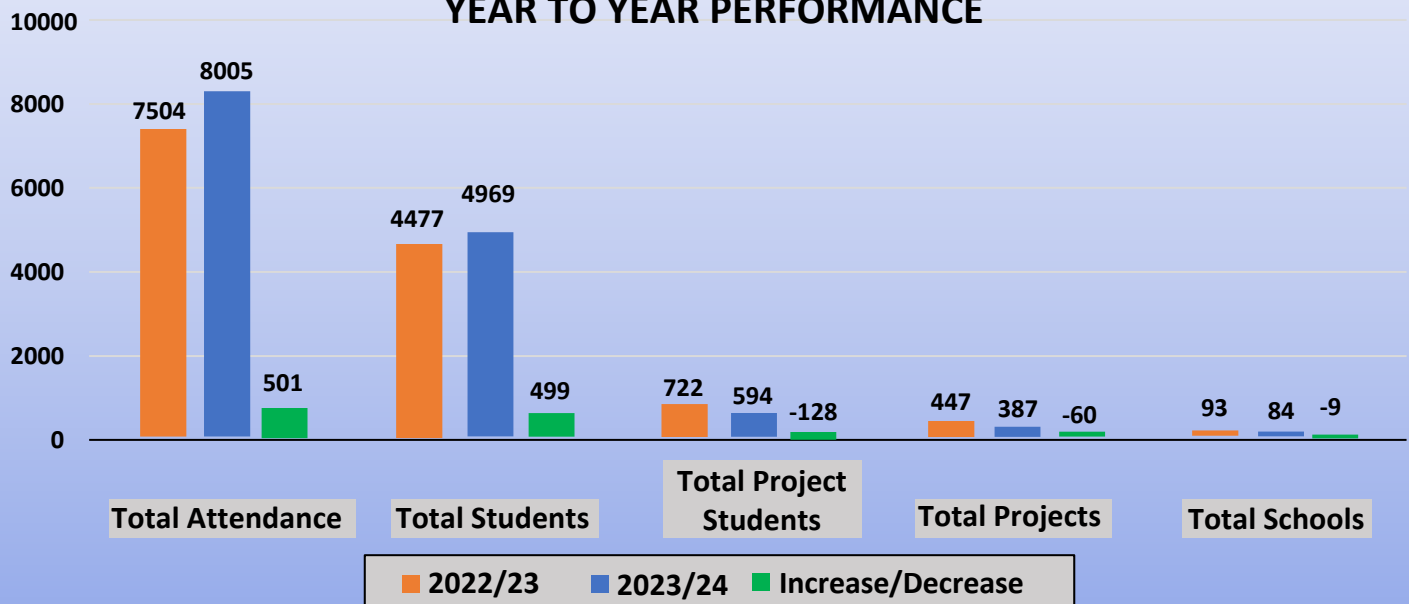
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- ✓ The Advisory Leadership Team elected Jamestown as the site for that first Education Day was a success with over 600 students/teachers/dvisorsparticipating.
- ✓ 1997 the regional concept was developed, expanding to 12 Education Days in 2015

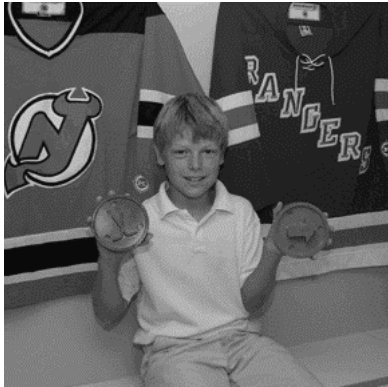
STANDARDS:

- ✓ MFK meets State and National Standards in Science, Technology, Entrepreneurship Education, Arts, Math, and Language.
- ✓ Numerous MFK representatives reviewed the standards and provided feedback to the Consortium for Entrepreneurship Education to validate and/or improve the content and organization of the National Content Standards for Entrepreneurship Education. These standards represent a framework for all organizations to work together to “Accelerate Entrepreneurship in America.”

RESOURCES:

- ✓ MFK provides continuing education credit to the education network.
- ✓ Classroom outreach sessions to help students and teachers get started planning.
- ✓ Supplies lesson plans (from teachers), Learning Guide and resources to meet the demand of a growing/changing education network.

Success Stories



Riley Giauque is an Ambassador for the MFK Program and has represented the program as a Keynote Speaker at the Consortium for Entrepreneurship Education Annual Meeting and numerous Marketplace for Kids Education Days. Riley's passion for hockey and creativity led him to invent the EZPUCK and ONETIMER. EZPUCK is a stationary disk that allows users to improve their stickhandling and puck control on the ice. ONETIMER is a hockey training device that allows users to practice passing both on and off the ice. Riley featured his EZPUCK invention at Marketplace for Kids when he was in the fourth grade and has since filed and received a patent for both the EZPUCK and ONETIMER. He currently markets his products online through his website www.ezpuck.com and has sold his products across

the globe. Riley was also the recipient of the 2018 Scholarship for Entrepreneurship at North Dakota State University.



Ethan Bowman is an Ambassador for the MFK Program. Ethan's invention, EZGRO, a self-watering system was the 1st Place winner of the Bright Ideas Showcase and Contest in 2012. He has gained national recognition with an interview in a National Agriculture magazine and his garden concept was used at a nursery in his hometown of Jamestown, ND where he also volunteered his time to improve his concept. You can view his EZGRO invention on YouTube at: <https://bit.ly/3nu6iLi>



Joshua Boen is an Ambassador for the MFK Program. In 2014, his love of competitive swimming and technology came together in the invention, iCoach, a real-time coach-athlete communication tool. iCoach is an app that enables coaches to directly communicate with their athletes while they're in action. The app connects with the athlete's headpiece via Bluetooth allowing the coach to speak to the athlete and gives the coach control over who is receiving their communication. iCoach allows the coach to pick recipients by displaying a list of all the athletes and allowing them to select one or all. Josh's iCoach invention was the 2014 1st Place winner of the Marketplace for Kids Bright Ideas Showcase and Contest held at Minot State University. Also, in 2014, Marketplace for Kids arranged for

Joshua to present his invention to Microsoft, Myriad Mobile, and One Million Cups in Fargo.



Marketplace for Kids

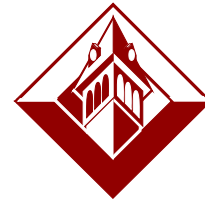
“The Entrepreneurs of Tomorrow Are Preparing Today!”

RECOGNITION:

- MFK has been recognized as a program that should be replicated by the Consortium for Entrepreneurship Education.
- Featured in the national publication “Education Update” (a publication of ASCD Association for Supervision and Curriculum Development) as a program to begin teaching entrepreneurship early.
<http://www.ascd.org/publications/newsletters/education-update/jun09/vol51/num06/Educating-Emerging-Entrepreneurs.aspx>
- Recognized in the Midwestern Office of the Council of State Governments Newsletter as “**One of the best youth Entrepreneurship programs in the nation.**” (MFK students have presented at their annual Conference)
- Collaborates with the Consortium for Entrepreneurship Education on National Entrepreneurship Education Standards to provide entrepreneurial education programs to all Americans.

SUMMARY:

Marketplace for Kids is North Dakota's only elementary entrepreneurship education program for grades 3-8, in partnership with CTE. Supported by the North Dakota Legislature since 2005, it has **benefited over 175,000 students** and aligns with the National Standards for Entrepreneurship Education.



VALLEY CITY
STATE UNIVERSITY

December 31, 2024

Mr. Robert Heitkamp, Executive Director
Marketplace for Kids
106 Mathews St. Suite B
Mantador, ND 58058

Dear Chairman Sorvaag and Members of the Senate Appropriations Sub-Committee,

I am pleased to submit the following letter of support for continued legislative funding for the Marketplace for Kids program.

Marketplace for Kids is a nationally recognized educational program that is designed to promote career opportunities for 3rd – 8th grade students across North Dakota. Reaching our youth during these formative years is a unique and important aspect of the program which is designed to foster entrepreneurship, creative thinking, and problem-solving skills that encourage the state's youth to become productive members of the workforce and their local communities. A key component of Marketplace for Kids is Education Day, a series of one-day events held across North Dakota to promote career opportunities and showcase entrepreneurship to elementary and middle school students.

Valley City State University will be hosting its third annual Marketplace for Kids event on January 9th. Hosting an Education Day on the VCSU camps is an excellent opportunity to expose area students to career opportunities and develop and enhance skills in creative thinking, entrepreneurship, and problem-solving. This initiative will contribute to a greater statewide effort to educate students, contribute to a skilled workforce, and promote economic development in North Dakota.

On behalf of Valley City State University, I request your continued support of Marketplace for Kids. Such support will ensure the success of the statewide Education Days and help create a vibrant future for North Dakota. If you have any questions, please feel free to contact me by phone at (701) 845-7100 or email at alan.lafave@vcsu.edu. Thank you for your consideration.

Sincerely,

Alan LaFave, President
Valley City State University

MFK AND OPPORTUNITY:

Dear Chairman Sorvaag & ND Leaders,



www.graftonnd.gov

PO Box 578 | 5 East 4th Street | Grafton, ND 58237

Phone: 701.352.1561 | Fax: 701.352.2730 | TDD: 701.352.1411

December 30, 2024

Senate Appropriations Committee
North Dakota Legislative Assembly
600 E Boulevard Ave
Bismarck, ND 58505

Dear Honorable Members of the Appropriations Committee,

I am writing to express my strong support for continued and increased funding for Marketplace for Kids through the Career and Technical Education Department of North Dakota. This longstanding program plays a vital role in fostering entrepreneurial skills and innovation among elementary school students across the state. I urge you to prioritize this initiative in your upcoming budget considerations to ensure its continued success and further expansion.

Marketplace for Kids has been a critical resource for young learners, providing them with a hands-on platform to explore and develop entrepreneurial skills at an early age. This type of experiential learning is essential in preparing the next generation for a rapidly changing workforce.

However, the needs of the modern educational landscape are evolving. To continue its success and reach its full potential, Marketplace for Kids requires a rebranding and retrofitting effort to align with the digital age, contemporary business practices, and today's educational tools. With additional financial support, this program can be revamped to incorporate new technology, enhance digital literacy, and provide students with the resources to connect with real-world business mentors and opportunities in the 21st century.

This program has consistently demonstrated its value, filling a critical gap in the state's approach to entrepreneurship education. As we look toward the future, we must ensure that Marketplace for Kids remains a relevant, dynamic force in our educational system. Increased funding will allow this program to reach even more students and encourage them to become tomorrow's innovators, leaders, and entrepreneurs.

I respectfully ask for your support in increasing financial backing for Marketplace for Kids, and for your continued commitment to fostering entrepreneurship and innovation in North Dakota's youth.

Thank you for your time and consideration.

Sincerely,


Jennifer Dusek
Community Development Director
City of Grafton

The City of Grafton is an equal opportunity employer

MFK-2025-27 Contact Bob Heitkamp: (701)-242-7744/rheitkamp@mfknd.org / www.marketplaceforkids.org
ref: CTE SB2019 1/13/25 3:00 pm



December 27, 2024

Robert Heitkamp
Executive Director
Marketplace for Kids
106 Mathews Street, Suite B
Mantador, ND 58058

Dear Robert:

The Valley City-Barnes County Development Corporation is pleased to support Marketplace for Kids as a sponsor and legislatively to secure State funds for the program.

Last year, I had the opportunity to serve as a volunteer judge of the children's projects and spoke with each team of entrepreneurs. Their imagination and thoughtfulness were refreshing. Marketplace for Kids exposes our students to private businesses, specific educational opportunities, skill development, and the many possibilities that life can offer.

Education Day covers a broad range of opportunities that nourishes the curiosity and excitement of students and the world around them. Through hands-on learning, presentations and project development, students can gain an understanding of a wide range of topics from the trades and manufacturing to team building and STEAM.

Initiatives such as Marketplace for Kids are investments in our most valuable asset – our children. Education Day is a positive force in shaping our youth that will generate long-term, positive impact for students, businesses, and communities. We encourage approval of funding from the ND Career & Technical Education Department and wholeheartedly extend our support to other funding sources of your choosing.

Thank you for your work and dedication to North Dakota's students.

Respectfully,

A handwritten signature in blue ink that reads "Jennifer Feist".

Jennifer Feist
Director of Development



Angelle French, Director
Pembina County JDA
PO Box 595
Cavalier, ND 58220
angelle@redriverrc.com

January 2, 2025

Dear Chairman Sorvaag and Members of the Senate Appropriations Sub-Committee,

On behalf of the Pembina County Job Development Authority (PCJDA), I am writing to express our strong support for Marketplace for Kids and to encourage continued funding and recognition for this exceptional organization that plays a critical role in shaping the future of North Dakota's youth and communities.

Since its inception in 1995, Marketplace for Kids has empowered students across our state by encouraging them to explore entrepreneurship and self-employment while honing their creative thinking and problem-solving skills. This visionary program fosters an entrepreneurial spirit that aligns perfectly with North Dakota's goals of building a diversified, vigorous economy powered by innovative young leaders.

Marketplace for Kids' Education Days are the culmination of these efforts, providing students with a hands-on opportunity to explore careers, technology, and the future in an environment rooted in entrepreneurship and innovation. These events not only inspire creativity but also equip students with the tools and confidence to contribute meaningfully to their communities.

As an organization dedicated to supporting economic growth and workforce development, the PCJDA recognizes Marketplace for Kids as an invaluable partner in preparing our youth to lead and innovate. By instilling entrepreneurial skills and fostering lifelong learning, this program strengthens the fabric of our communities and ensures a brighter future for North Dakota.

We respectfully urge you to continue supporting Marketplace for Kids through funding and resources that enable the organization to fulfill its vital mission. Your investment in this program is an investment in the next generation of entrepreneurs, innovators, and community builders who will shape the future of our state.

Thank you for your dedication to the success of North Dakota's students and communities. Please do not hesitate to reach out if we can provide additional information or further support for this essential program.

Sincerely,

A handwritten signature in black ink, appearing to read "Angelle French". The signature is fluid and cursive, written over a light blue horizontal line.

Angelle French
Director, Pembina County Job Development Authority

MFK AND OPPORTUNITY:

Dear Chairman Sorvaag & ND Leaders,

December 30, 2024

Dear North Dakota Leaders,

It has been an honor to be part of the Marketplace for Kids program for the past eight years, volunteering as a presenter and board member, chaperoning my own kids' classes on Education Day, and as an advocate for the work the program does to advance workforce in North Dakota. Thank you for continuing to support the Marketplace for Kids mission in building community relationships in order to strengthen our workforce and make ND the best place to work, raise a family, and call home.

Each year, communities across the state plan for Marketplace for Kids Education Days. Teachers excite their students with the idea of creating inventions that could someday become their personal business. They support them throughout the brainstorming, planning, creating, and presentation process. In celebration, students gather at their local Education Day to explore careers, learn of job opportunities in their community, listen to the stories of community leaders, and present their own invention with the promise of a medallion in recognition of their effort. The energy radiating from the presenters, volunteers, teachers, and students is contagious.

Learning centers on connecting ideas and facts to authentic experiences. While learning begins in the classroom, hands-on experiences ignite the students' curiosity and passion. Marketplace for Kids is the only statewide, no-cost program that provides this type of experience for elementary and middle school kids. We hope to continue increasing the number of Education Days, especially in the rural and smaller areas that are often faced with challenges not permitting them to travel or participate in the regional Education Day.

As a parent of four school-aged kids, past elementary classroom teacher, current educational leader, and community member, I am grateful that our state offers this program to all of our kids. Helping as a judge at the Marketplace for Kids Education Days has allowed me to tap into the imagination and creativity of our students. I have observed devices that help with housecleaning jobs, machines that reduce pollution in our oceans, take care of pets when the owners are away, and reduce the amount of time we spend on daily tasks. Kids not only learn from the process of creating their own invention, but also are intrigued by the projects of their peers. Being inspired by others is one of the best ways to spark curiosity and learning.

The shortage of community helpers in North Dakota, particularly in rural areas, is evident when we visit our local restaurants, make doctor appointments, schedule routine maintenance for our vehicles and homes, shop in grocery stores, and read updates on teacher shortages in our schools. Luckily, we have the opportunity to alleviate this issue through programs like Marketplace for Kids. Marketplace for Kids provides experiences for students to explore exciting career opportunities while motivating our kids to seek careers within the state of North Dakota. I strongly believe that kids instinctively want to stay in the place they call home, yet often look outside their local community because they are unaware of the opportunities outside their front door. Marketplace for Kids provides this chance for kids.

Please consider this letter of encouragement for continued support for Marketplace for Kids. If you have questions or would like to visit about Marketplace for Kids, you are welcome to contact me at mleibel@nd.gov.

Sincerely,

Marijke Leibel EdD
Assistant Coordinator
ND RISE State Mentoring Program

MFK AND OPPORTUNITY:

Dear Chairman Sorvaag & ND Leaders,

January 2, 2025

Dear ND Legislative Leaders and Education Committee Members,

My name is Mary Haugo and I am currently the Board President of Marketplace for Kids. I have been a volunteer since the first Marketplace for Kids in Jamestown in 1995. I'm also a Region 5 co-chair in Fargo at our Microsoft event. I've had the privilege of working with our first Executive Director, Marilyn Kipp and now with our current Executive Director, Bob Heitkamp.

I am writing to ask you for an increase of \$150,000 for our funding from the Career and Technical Education Department of North Dakota. Costs have gone up considerably and we have added three Education Days to our program making it a total of fifteen Education Days in North Dakota. Your support is crucial to making our program a success.

Our 8 Board Members are committed to this worthwhile Program. We are all volunteers because we believe that Marketplace for Kids helps students in grades 3-8 become lifelong learners that will build stronger communities in North Dakota.

Education Days show students the career opportunities they have in their own community. Business leaders showcase what they have to offer which creates an interest in a career they maybe haven't heard of in their own backyard. Classes help students discover entrepreneurship, explore career opportunities, and show new ideas for starting a business.

As a teacher for 36 years I found it was so fulfilling to help the students create a project board for an invention they created. This required using reading, language, and technology skills. They also practice learning public speaking skills, meeting new friends and listening to others. The Standards of North Dakota and National Standards in Science, Technology, Entrepreneurship Education, Arts, Math and Language are met in all grades that participate.

Our Marketplace for Kids website is a great tool to help parents, teachers and students access information on how to become a part of this worthwhile program. Teachers register their students and inventions online for each Education Day.

By having your continued support we are able to keep this amazing program that has been going on for 30 years !

Our students are our future leaders of tomorrow and will hopefully stay in the great state of North Dakota !

Thank you for your consideration.

Respectfully,

Mary Haugo
State Board President of Marketplace for Kids

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as of December 1, 2024

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WALSH COUNTY
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(\$1,000 Donation and up)





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January 12, 2025

Chairman Sorvaag and Members of the Senate Appropriations – Education and Environment Committee:

Thank you for the opportunity to provide written testimony in support of SB 2019, a bill critical to the continued development and expansion of Career and Technical Education (CTE) programs across North Dakota.

CTE plays a vital role in preparing our students for the workforce by providing career awareness, hands-on learning, and pathways to in-demand jobs. In ND and Cass County, we have witnessed the impact of these programs with concentrator students graduating at 97.6% versus 82%, yet challenges persist in providing access to all programs to meet the growing demands of industry and regional businesses.

In Cass County, serving over 27,000 K-12 students, we have the opportunity to meet this demand, yet there are gaps in CTE programs for agriculture, public service, human services, and skilled trades based dependent on the high school of attendance. Additionally, sectors like aviation, medical careers, biomedical, information technology, and advanced manufacturing continue to require expanded programming and high-tech resources.

To address these challenges, I urge you to amend SB 2019 to prioritize and restore critical funding identified by the ND Department of Career and Technical Education. These investments will directly address the forecasted 52,000 job openings in North Dakota between 2021 and 2031 by providing students with the career exploration, skilled training, and professional transferable skills needed to succeed in the workforce.

Priorities for support include:

- **\$22 million for New Program Development** to expand offerings aligned with high-demand industries, benefiting students in rural and urban areas, middle school to post-secondary.
- **\$1.5 million for Work-Based Learning Coordinators** to cultivate partnerships between education and business and serve as a bridge to connect the community to high school counselors and students.
- **\$56 million for CTE Capital Projects** 1) to finalize unfinished programming in the 13 area career center projects to ensure all CTE programming is accessible for student choice and workforce development as envisioned, and 2) to expand the center model and access to other regions across the state. The project in Cass County will utilize additional funding to complete the Career Innovation Center and enhance programming offered in the areas of robotics, mechatronics, precision machining, welding, information technology pathways, business management, and career exploration spaces.

Furthermore, DCTE funding will support the cost to continue and staffing for growth. This will increase the ability to attract and retain high quality leaders and educators in a competitive market to support cutting-edge programs, student leadership, and ensure high-quality CTE in our schools. Projects such as the STEM Ecosystem, virtual career exploration, MarketPlace for Kids and TrainND expand innovative experiences from elementary to adults.

As a member of the 69th Legislative Assembly, I applaud North Dakota in championing CTE as an essential investment in our future, making learning personal, relevant, and career-focused for our students. I respectfully ask for your **“DO PASS” vote on SB 2019** to strengthen a proven model of success for the future of K-12 education.

Sincerely,

Dr. Denise Jonas, Director of Career & Technical Education



Letter of Support – SB 2019

Monday, January 13th, 2025

Chairman Sorvaag and Members of the Senate Appropriations Committee - Education and Environment Division,

For the record, my name is Cale Dunwoody, and I have the distinct pleasure of serving as the Vice President of Public Policy for the Fargo Moorhead West Fargo Chamber of Commerce (FMWF Chamber). On behalf of our over 1,700 members, I respectfully offer testimony in support of Senate Bill 2019 and urge the inclusion of funding for the Career and Technical Education (CTE) Capital Projects Program to complete the thirteen existing CTE projects across North Dakota.

At the FMWF Chamber, our mission is to protect and promote business, inspire individuals, cultivate communities, and influence action. Access to a high quality, skilled workforce remains a major barrier for many companies throughout North Dakota. While the shortage gap across the United States is narrowing, North Dakota remains as one of the most severe states with the U.S. Chamber estimating that there are approximately only 30 available workers for every 100 open jobs. Additionally, it is projected that there will be up to 52,000 new job openings in North Dakota between 2021 and 2031, with 71% requiring some postsecondary training. Industries such as healthcare, construction, and manufacturing are expected to experience significant growth, necessitating a skilled workforce.

To effectively compete on a global scale for talent, both the public and private sectors must invest in innovative solutions to address this workforce crisis. Access to industry-aligned CTE programming is an effective workforce solution that can significantly reduce North Dakota's workforce need. By enhancing the state's ability to provide students with diverse educational experiences—including career exploration, experiential learning, and advanced skill development—we can foster a robust pipeline of highly skilled workers, particularly in critical trade sectors.

The Cass County Career Innovation Center (CIC) plays a crucial role in preparing students throughout Cass County for the workforce. This facility will offer industry-aligned training and programming opportunities for middle and high school students from Fargo Public Schools, West Fargo Public Schools, Central Cass, and Northern Cass, as well as for post-secondary and adult learners at North Dakota State College of Science. Students will benefit from hands-on learning across various programs, including healthcare, agriculture, manufacturing, and cybersecurity/IT, with opportunities to earn dual credits and industry certifications. At full capacity (87,000 sq. ft.), the Cass County CIC can serve 2,800 Cass County students. However, the facility is currently set to open on August 25, 2025, at a reduced footprint of 57,000 sq. ft., lacking critical programming such as manufacturing.

As the 69th Legislative Assembly considers Senate Bill 2019, we encourage the inclusion of additional funding to existing CTE capital projects, like the Cass County Career Innovation Center. Once complete, these facilities will be able to provide students throughout North Dakota with robust, industry aligned skill development opportunities, ultimately strengthening North Dakota's workforce environment.

Thank you for your attention to this matter and your commitment to North Dakota.

Sincerely,

Cale Dunwoody
Vice President of Public Policy
Fargo Moorhead West Fargo Chamber of Commerce



Southwest Area CTE Academy

(701) 456-3270



www.dickinson.k12.nd.us



271 34th St West
Dickinson, ND 58601

January 13th, 2025

Chairman Bekkedahl, Vice Chair Erbele and Committee Members,

My name is Aaron Anderson, and I have the pleasure of serving as the Director of the Southwest Area Career and Technical Education Academy in Dickinson. I'm here today to express my sincere thanks for your investment in CTE and my strong support for SB2019. Also to highlight the transformative opportunities it is creating for students in Career and Technical Education (CTE) across North Dakota, particularly at SWCTE.

SWCTE is the first brick-and-mortar CTE center established in North Dakota in over 40 years. This milestone was made possible through the funding support provided to the Department of Career and Technical Education during the last legislative session. That investment allowed us to transform a former Haliburton campus into a state-of-the-art training facility, now spanning 40 acres across three buildings, and providing top-tier education and career training to students in Southwest North Dakota.

Thanks to this funding, students now have access to 14 program areas and over 74 class offerings in fields like healthcare, welding, diesel technology, hospitality, and skilled trades. Students are able to fast-track their way to college or a rewarding career in high-demand fields, earning industry-recognized credentials, dual credit and valuable experiences while still in high school.

One of the most important aspects of SWCTE is that it attracts and provides programming for **all** students—whether they are the valedictorian of their class or a student who may be struggling to graduate. Career and Technical Education is for every student. At SWCTE, we see firsthand how CTE programs allow students to find their place, build their confidence, and chart a path to a successful future. Through hands-on learning in our classrooms and labs, students discover new strengths, build practical skills, and gain the clarity and direction they need to graduate and succeed in their careers.

We are also proud of the partnerships we've developed with Dickinson State University to offer college-level diesel technology and welding programs on our campus, creating a seamless transition from high school to college-level education. These partnerships complement our high

school offerings and allow students to further their education in high-demand fields while earning college credits.

Currently, SWCTE serves over 1,100 students from seven different high schools across our region, including students from two private schools and homeschool students from four districts—all of whom can access these programs at no cost to themselves or their families. This opportunity wasn't available two years ago, but thanks to the expansion of CTE centers across the state driven by your support of SB2019, this reality is now possible for all students in Southwest North Dakota.

Additionally, SWCTE has become a catalyst for bridging education with industry. We've developed partnerships with more than 92 businesses, and our Work-based Learning Program continues to grow. In 2022 we only had 6% of our graduating seniors have a work-based learning experience. I'm pleased to share we are on track to have over 32% of our current seniors to completion this spring. This program provides students with valuable real-world experience and connects them directly with employers, ensuring that their education is not only relevant but tailored to the needs of our region's workforce.

The future looks even brighter for CTE in North Dakota. Director Sick has outlined priorities that will allow institutions like SWCTE to expand our reach and impact even further. New programs are already in the works, including mechatronics technician certificate I in partnership with Bismarck State College, the expansion of adult and community training with TrainND, and efforts to fill the gaps in our programming to meet the growing need for skilled workers in high-demand sectors.

Investing in Career and Technical Education is an investment in the future of North Dakota. Your continued support of SB2019 will ensure that students across our state receive the training and education they need to succeed, remain in North Dakota, and contribute to the prosperity of our communities. The return on this investment will be greater than any Legacy fund investment, as it invests in the next generation of workers, leaders, and innovators for our state.

I strongly urge you to support SB2019 and continue investing in the future of our students and our state.

Thank you for your time and consideration.

Sincerely,
Aaron Anderson
CTE Director
Southwest Area CTE Academy
aanderson@dpsnd.org
(701)456-3270



January 13, 2025

Chairman Sorvaag and Members of the Senate Appropriations Committee:

My name is Matt Chaussee, and I am the CEO of CareerViewXR (by Be More Colorful). We're a North Dakota-based business who is working to help retain our state's students, while simultaneously supporting industries within the state in their efforts to attract workers to North Dakota.

As part of that work, we are also driving a major statewide workforce initiative to promote career awareness, using virtual reality to expose ND students to ND career pathways. We have spent the last two years driving adoption of the CareerViewXR platform and growing a broad base of support for an industry-funded model, through a strong public-private partnership approach that connects education and industry.

We've observed very promising results, with a rapidly growing list of industry and education partners like North American Coal, Sanford, ND Long Term Care Association, ND Dental Foundation, CTE, DPI, and multiple Higher Education institutions, all willing to provide either a programmatic commitment, financial support, or both, to ensure CareerViewXR remains accessible to middle and high schools across the state.

A critical component for building a successful public-private partnership model is the state's willingness to match the financial commitments we secure from the private sector. By supporting CTE's request for expansion of immersive media programming, you are supporting talent pipeline development that instills confidence in our industry partners by ensuring every North Dakota student, early in their education, can experience the amazing career opportunities available on their horizon, right here in North Dakota.

I want to underscore that our organization is not requesting support from the state to sustain what is already in place. We have successfully deployed CareerViewXR in middle and high schools throughout North Dakota and we understand that it is our responsibility to maintain that access through demand, driven by partnerships between industry and education leaders across the state. This testimony is offered in support of CTE's budget request to expand immersive media programming to elementary schools, meeting a longstanding, and yet woefully unfulfilled, need for earlier and more diverse career exploration.

The letters of support that follow clearly demonstrate the importance of expanded support for this initiative to provide immersive career exploration across all grades. Your support will boost confidence in the private sector, allowing us to continue growing the momentum needed to build a successful industry-funded model that ensures sustainability, supported by meaningful connections between education and industry.

Please do not hesitate to contact me with any questions. I look forward to sharing the impact of our efforts and our goals to continue supporting North Dakota's workforce development needs for many years to come.

Sincerely,

A handwritten signature in black ink, appearing to read "Matt Chaussee", with a long horizontal flourish extending to the right.

Matthew Chaussee

CEO/ Co-Founder

CareerViewXR (by Be More Colorful, LLC)

matt@bemorecolorful.com



January 10, 2025

Dear Mr. Chaussee, *Matthew*

On behalf of NACCO Natural Resources, I am writing to express our support for CareerViewXR and the critical role it plays in building a skilled and prepared workforce for North Dakota's future. As one of the state's leading companies in natural resources and energy solutions, we know firsthand how important it is to provide students with meaningful career awareness and exploration opportunities that align with real-world industry needs.

CareerViewXR is a powerful tool for introducing students to the diverse and meaningful career pathways available in our state. By providing immersive and engaging experiences, the platform not only educates students about career options but also inspires them to envision their future here in North Dakota. We strongly believe that early exposure to career pathways is a game-changer, not only for our students but for industries like ours that depend on a strong pipeline of talent. By supporting this initiative, the state would empower students to begin their career journeys earlier, aligning their education with future workforce needs and ensuring North Dakota remains competitive in retaining and attracting talent.

At NACCO, we recognize the importance of public-sector involvement in ensuring the program's long-term success and sustainability. While we are proud to contribute as an industry partner, a strong partnership between private industry and the state is essential for maximizing the impact of CareerViewXR. This collaboration would help provide broader access to career exploration tools, enabling students from all corners of North Dakota to discover the opportunities that await them in key industries like energy and mining.

We are particularly encouraged by the proposal to expand CareerViewXR to elementary schools, which would introduce career exploration at a formative stage. Providing students with early, diverse exposure to career options lays the foundation for informed decision-making and helps build a workforce that is better prepared to meet the challenges of tomorrow. Programs like CareerViewXR are vital not only for preparing students but also for addressing the workforce needs of North Dakota's most critical industries.

We look forward to collaborating with you and other stakeholders to advance this initiative and ensure it continues to benefit students, schools, and industries across the state.

Thank you for your vision and dedication to North Dakota's future workforce.

Sincerely,

A handwritten signature in blue ink, appearing to read 'David Straley', with a long horizontal flourish extending to the right.

David Straley
VP, External Affairs
NACCO Natural Resources



DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

State Capitol, 15th Floor, 600 East Boulevard Ave., Dept. 270, Bismarck, ND 58505-0610
701-328-3180 www.cte.nd.gov cte@nd.gov

To Our Valued Industry Supporters:

The North Dakota Department of Career and Technical Education (NDCTE) is dedicated to ensuring that every student in our state has access to meaningful career pathways and the resources needed to succeed. In partnership with schools, educators, and industry leaders, we have worked to align educational opportunities with workforce needs to address the growing demand for skilled talent across North Dakota.

Currently, career exploration in North Dakota is supported by solutions integrated with RUReadyND, the statewide system for college and career readiness. These tools include immersive technologies that allow students to explore careers aligned with our state's most critical industries. The availability of North Dakota-specific content through platforms like CareerViewXR has provided students with unique opportunities to virtually engage with career pathways in industries such as healthcare, energy, and manufacturing. This resource is currently accessible to middle and high schools statewide through June 30, 2025, but needs your support to continue.

Your support as an industry partner would both sustain and expand these efforts. By investing in these initiatives, you can provide ongoing access for our secondary students, help drive the development of educator-facing resources to strengthen connections between education and industry and demonstrate private sector support that justifies our requested expansion of immersive career exploration into the elementary school level. Your support enables us to provide earlier and more diverse career awareness opportunities to help build your talent pipeline.

NDCTE remains committed to supporting these efforts by promoting the inclusion of immersive technologies in curriculum and providing professional development for educators. These efforts ensure the tools are used effectively, to support students for a Choice Ready future, equipped with the awareness, knowledge, confidence, and skills needed for success in their chosen paths. This is not just about preparing students for high school graduation, it is about creating a continuous journey from elementary through postsecondary education, crafting a well-prepared workforce, ready to support your needs.

The impact of your partnership would be profound. By supporting these immersive career exploration tools and their integration into schools, you are not only investing in education but also in the future of your industry within our state. Together, we can ensure that North Dakota's students are prepared to meet your industry's challenges and opportunities of tomorrow.

Thank you for considering how your support can strengthen these initiatives. Please feel free to contact me to discuss how we can work together to build a stronger, more connected future for education and industry in North Dakota.

Sincerely,

A handwritten signature in dark ink, appearing to read "Wayde Sick", is written over a light blue horizontal line.

Wayde Sick
State Director and Executive Officer

Kirsten Baesler
State Superintendent

Dr. Donna Fishbeck
Chief of Staff

Laurie Matzke
Assistant Superintendent



600 E. Boulevard Ave, Dept. 201
Bismarck, ND 58501-0440

Phone: (701) 328-2260
Fax: (701) 328-2461

nd.gov/dpi

December 31, 2024

To Our Education and Workforce Industry Champions,

As the State Superintendent of Public Instruction for North Dakota, I am deeply committed to ensuring that our education system prepares students for meaningful, skills-based careers that meet the evolving demands of industries across the state. To achieve this goal, we must continue to invest in tools and partnerships that make career exploration accessible, relevant, and impactful for students.

One innovative example of this work has been the development of immersive career exploration technologies, including platforms like CareerViewXR that feature authentic North Dakota-focused content. These tools have allowed students to step virtually into industries vital to our state's economy, from advanced manufacturing to healthcare to energy and more, providing them with a firsthand understanding of the opportunities that exist right here in North Dakota. With over 90 immersive experiences created—many of which highlight the unique career pathways within our state—these platforms inspire students to envision their future while addressing critical workforce needs.

My commitment extends to expanding the use of these platforms to include elementary students, ensuring that career exploration becomes a foundational part of every student's educational journey. By introducing immersive technologies at an earlier stage, we can ignite curiosity and build a stronger pipeline of talent equipped to meet the demands of tomorrow's workforce.

This effort aligns closely with our Choice Ready initiative, which ensures that every student graduates equipped with the skills, knowledge, and confidence needed to succeed in their chosen path, whether that be higher education, technical training, military service, or direct entry into the workforce. Choice Ready is not just a high school goal—it is a journey that begins in elementary school and continues throughout a student's K-12 experience. Partnerships like that career awareness are essential to embedding career exploration into the curriculum at every level, making it an integral part of preparing our students for the future.

Sustaining and expanding access to these resources requires collaboration. Industry partnerships are key to ensuring that schools have the support needed to adopt and effectively utilize such tools. By investing in these initiatives, you can directly contribute to the development of a well-prepared workforce that aligns with your industry's needs. Your support will also help create new North Dakota-specific content, ensuring that students gain exposure to careers that are both attainable and essential to our state's expanding economy.

The Department of Public Instruction is committed to supporting professional development efforts to help educators effectively integrate these tools into their classrooms. We are also working to encourage the inclusion of immersive technologies in school curricula, ensuring that educators are empowered to deliver innovative and impactful learning experiences. These efforts will not only enhance the adoption of such platforms but also ensure their long-term sustainability and relevance in our schools.

ND Center for Distance
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RCDHH
Devils Lake, ND
(701) 665-4400

ND State Library
Bismarck, ND
(701) 328-2492

ND Vision Services /
School for the Blind
Grand Forks, ND
(701) 795-2700

Kirsten Baesler
State Superintendent

Dr. Donna Fishbeck
Chief of Staff

Laurie Matzke
Assistant Superintendent



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

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nd.gov/dpi

This technology makes a difference. Students are not only gaining awareness of potential careers but are also becoming better equipped to make informed decisions about their futures. With your involvement, we can ensure that every K-12 school in North Dakota—and even our colleges and universities—has the opportunity to benefit from these innovative solutions.

North Dakota's schools operate in an environment that prioritizes flexibility and choice, empowering educators to select tools that best meet their needs. The impact of platforms that offer localized, immersive career content cannot be overstated. By partnering with this initiative, you help to bridge the gap between education and industry, creating opportunities for students while addressing the workforce challenges that impact us all.

Your support is not just an investment in technology; it is an investment in the future of North Dakota. By contributing to initiatives that connect students with real-world career opportunities, you will help build a stronger, more resilient talent pipeline that benefits schools, students, and industries statewide. Together, we can ensure that North Dakota remains a leader in workforce readiness and innovation.

Thank you for considering how you can play a role in this important work. I invite you to reach out if you would like to explore how your partnership can support the creation and deployment of tools that prepare students for a bright future here in North Dakota.

Sincerely,

Kirsten Baesler
State Superintendent

ND Center for Distance
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ND Vision Services /
School for the Blind
Grand Forks, ND
(701) 795-2700

26 December 2024

To Whom It May Concern,

On behalf of Bismarck State College, I am writing to express our enthusiastic support for CareerViewXR and its transformative approach to career awareness and workforce development in North Dakota. CareerViewXR's immersive platform aligns perfectly with BSC's mission of creating student success through public and private partnerships in service to the region as North Dakota's Polytechnic Institution.

At Bismarck State College, we are committed to ensuring your investment in the CareerViewXR platform will result in meaningful connections to help recruit into your industry and support the growth of your future talent pipeline. By supporting our access to the platform, you are enabling us to connect directly with K-12 schools within our region and across the state, helping them implement this critically important tool within their curriculum to help ensure every North Dakota student, upon graduation, is Choice Ready.

Additionally, by supporting our access to CareerViewXR, you are providing our institution with an opportunity to engage with your future workforce through exciting educational outreach initiatives, including:

- Serving as a hub for career exploration, fostering stronger connections between students and local employers.
- Aligning students to our polytechnic programming within high-demand fields featured in the CareerViewXR content library, ensuring BSC's responsiveness to workforce needs.
- Creating a greater student awareness of high-demand industries and career options within the region.

Two unique benefits of this partnership for Bismarck State College include:

1. Supporting BSC's Pillar program of Healthcare by using CareerViewXR's healthcare-focused content to connect students with local healthcare systems, supporting both their professional aspirations and the state's critical workforce needs.
2. Supporting BSC's Pillar program of Energy and Manufacturing by allowing students to recognize and understand the various careers in energy and advanced manufacturing

through CareerViewXR, which aligns directly with North Dakota's economic priorities and BSC's Polytechnic programming.

For many years, we have known that providing students with earlier and more diverse opportunities for career exploration is a critically important yet insufficiently addressed component of developing a productive and engaged workforce. CareerViewXR provides this essential missing piece of the puzzle, providing career awareness opportunities that help us ensure we are admitting and educating students who are best aligned with our programs.

Your support of this initiative helps us to help you by creating graduates who have the skills and confidence needed to succeed in the workforce and, more importantly, feel fulfilled with their chosen career path.

We are proud to support CareerViewXR and strongly encourage you to support the statewide deployment of the platform by committing to an industry partnership. We look forward to ensuring your investment will have a long-lasting impact on our students, your industry, and the communities we serve together.

Sincerely,



Daniel Leingang, Ph.D.
Vice President for Academic Affairs
Bismarck State College
Daniel.Leingang@bismarckstate.edu
701.224.5525



January 2, 2025

To Whom It May Concern,

On behalf of North Dakota State College of Science (NDSCS), I am writing to express our enthusiastic support for CareerViewXR and its transformative approach to career awareness and workforce development in North Dakota. CareerViewXR's immersive platform aligns perfectly with our mission of NDSCS: The Science of Learning by Doing. The CVXR's approach to career exploration directly supports our mission in creating opportunities for people to have an immersive experience to amazing careers that we offer at our Institution.

At North Dakota State College of Science, we are committed to ensuring your investment in the CareerViewXR platform will result in meaningful connections to help recruit into your industry and support the growth of your future talent pipeline. By supporting our access to the platform, you are enabling us to connect directly with K-12 schools within our region and across the state, helping them implement this critically important tool within their curriculum to help ensure every North Dakota student, upon graduation, is Choice Ready.

Additionally, by supporting our access to CareerViewXR, you are providing our institution with an opportunity to engage with your future workforce through exciting educational outreach initiatives including:

1. Industry Awareness Programs

NDSCS can launch industry awareness programs to highlight high-demand industries and the career opportunities they offer. These programs can include guest lectures, site visits, and industry-specific workshops led by professionals in fields such as construction, technology, healthcare, manufacturing, and renewable energy. By exposing students to cutting-edge technologies and innovations, NDSCS can inspire them to pursue careers in these growing sectors. Additionally, collaboration with industry partners can lead to the development of specialized training programs and certifications that align with current workforce needs, ensuring that graduates are well-prepared for the job market.

2. Accessible and Inclusive Learning Opportunities

CareerViewXR's platform makes career exploration accessible to all students and career seekers, regardless of their physical location or learning style. By providing access to virtual job tours and interactive experiences through any internet-connected device, including VR headsets, CareerViewXR ensures that students from various backgrounds and abilities can participate in meaningful career exploration activities. This inclusivity supports NDSCS's mission of empowering student success and delivering comprehensive technical education. Additionally, the high-interaction, engaging experiences offered by CareerViewXR help to bridge the gap between education and industry, allowing students to visualize themselves in different career roles and understand the skills and competencies required, thus enhancing their readiness for the workforce.

Two unique benefits of this partnership for North Dakota State College of Science include:

1. Career Exploration Hub

NDSCS can establish itself as a premier career exploration hub for southeast North Dakota by organizing regular career fairs, industry panels, and hands-on workshops. These events can bring together students, local employers, and industry experts to provide students with direct insights into various career paths. Additionally, NDSCS can expand their career counseling services, resume-building workshops, and mock interviews to better prepare students for the workforce. By continuing to strengthen partnerships with businesses and industries, NDSCS can ensure students have access to internships, apprenticeships, and job shadowing opportunities, giving them real-world experience in their chosen fields.

2. CareerViewXR Platform

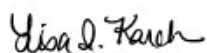
NDSCS can leverage CareerViewXR, an immersive career exploration platform, to broaden students' awareness of high-demand industries and career options that are offered at our Institution. By integrating CareerViewXR into the curriculum, educators can take students on virtual tours of various workplaces, from advanced manufacturing facilities to healthcare centers. This platform allows students to experience a day in the life of professionals in different fields, helping them make informed career choices earlier that could save students time and money in the end. CareerViewXR can also be used during career fairs and outreach events to showcase unique job sites and provide interactive, engaging experiences for prospective students and career seekers.

We have known for many years that providing students with earlier and more diverse opportunities for career exploration is a critically important, yet insufficiently addressed, component for developing a productive and engaged workforce. CareerViewXR provides this essential missing piece of the puzzle, providing career awareness opportunities that help us ensure we are admitting and educating students who are best aligned with our programs.

Your support of this initiative helps us to help you, by creating graduates who have the skills and confidence needed to succeed in the workforce and more importantly, feel fulfilled with their chosen career path.

We are proud to support CareerViewXR and strongly encourage you to support the statewide deployment of the platform by committing to an industry partnership. We look forward to ensuring your investment will have a long-lasting impact on our students, your industry, and the communities we serve together.

Sincerely,



Executive Vice President of Academic Affairs
North Dakota State College of Science
p: 701-671-2112 e: lisa.karch@ndscs.edu

January 6, 2025

To Whom It May Concern,

On behalf of Lake Region State College, I am writing to express our enthusiastic support for CareerViewXR and its transformative approach to career awareness and workforce development in North Dakota. CareerViewXR's immersive platform aligns perfectly with LRSC's mission: Enhance lives and community vitality through quality education. CVXR reveals in-demand career opportunities in a variety of industries within the state, and more importantly, the Lake Region area, strengthening community vitality.

Additionally, by supporting our access to CareerViewXR, you are providing our institution with an opportunity to engage with your future workforce through exciting educational outreach initiatives including:

- Connecting local high school students with local educational and career opportunities during high school visits and college fairs.
- Providing students with an in-depth look at a variety of high-demand careers connected to programs offered at LRSC.
- Offering equitable access with an innovative method of career exploration to local, in-demand industries, not previously possible.
- Broadening students' awareness of career opportunities within their own communities.

Two unique benefits of this partnership for LRSC include:

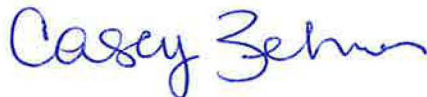
1. We assist current students with meaningful, local career exploration. Some students struggle with identifying career opportunities locally, increasing the risk of leaving their communities for employment opportunities elsewhere or discounting the value of higher education altogether. CVXR helps students discover in-demand careers locally, capitalizing on the value of their education.
2. CVXR's innovative platform helps us highlight a variety of career opportunities that align with LRSC's career and technical programs often overlooked by students. Students often attribute a Career and Technical program to a single career. In reality, our programs prepare students for a variety of different careers within an industry. Through the CVXR platform, we are able to highlight the many rewarding, in-demand career opportunities our programs prepare students for.

We have known for many years that providing students with earlier and more diverse opportunities for career exploration is a critically important, yet insufficiently addressed, component for developing a productive and engaged workforce. CareerViewXR provides this essential missing piece of the puzzle, providing career awareness opportunities that help us ensure we are admitting and educating students who are best aligned with our programs.

Your support of this initiative helps us to help you, by creating graduates who have the skills and confidence needed to succeed in the workforce and more importantly, feel fulfilled with their chosen career path.

We are proud to support CareerViewXR and strongly encourage you to support the statewide deployment of the platform by committing to an industry partnership. We look forward to ensuring your investment will have a long-lasting impact on our students, your industry, and the communities we serve together.

Sincerely,



Casey Zehrer
Assistant Vice President for Student Affairs
Lake Region State College
casey.zehrer@lrsc.edu
701-662-1608



PO Box 1091 • Bismarck, ND 58502
701-355-4458 • www.ednd.org

Testimony of Laura Lacher
Economic Development Association of North Dakota
In Support of SB 2019
January 13, 2025

Chair Sorvaag and members of the Senate Appropriations Committee – Education and Environment Division:

The Economic Development Association of North Dakota (EDND) represents more than 80 state economic development organizations on the front line of economic development efforts throughout North Dakota. The primary purpose of the organization is to promote the creation of new wealth throughout North Dakota to develop more vibrant communities and improve quality of life.

Workforce availability is the most significant challenge facing North Dakota businesses, limiting the growth potential of the state's economy. EDND supports the development of workforce attraction, development, and retention strategies that address the needs of the state's businesses and industries.

Workforce development is integral in creating a diversified economy, better employees, and competitive companies, and we encourage the committee to keep funding for these programs at the current level. The training programs provided by CTE are tailored to the needs of businesses and provide tools for more efficient and productive employees.

As economic developers and communities continue to seek diversification of our state's economy, the need to train current and future employees will grow. The availability of a high-quality competitive workforce will remain a significant challenge facing North Dakota businesses, which will in turn impact the potential of the state's economy.

EDND supports the investments included in this bill and the development of workforce training strategies that address the diversification and growth of businesses and employees.

Thank you for this opportunity to address your committee and express our support of SB 2019.



1929 N Washington St
Suite A
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www.cractc.org
701-415-0453

January 13, 2025

Members of the North Dakota Senate Education and Environment Division Appropriations Committee

RE: Support for SB 2019 – Career and Technical Education Appropriations

Dear Chairman Sorvaag and Members of the Senate Education & Environment Division Appropriations Committee,

I write to you today in strong support of SB 2019, a bill critical to sustaining and expanding Career and Technical Education (CTE) in North Dakota. CTE equips students with the hands-on learning experiences, industry-aligned skills, and leadership opportunities necessary to meet the demands of our state's workforce. The priorities within SB 2019 represent a strategic investment in North Dakota's future, addressing workforce shortages and preparing our youth to thrive in high-demand, high-wage careers. Below I've highlighted key features within the CTE appropriations request that directly impact our center programming that serves students in 56 different high schools statewide.

Cost to Continue

The Department of Career and Technical Education is requesting \$4 million to maintain reimbursement rates for existing high school CTE programs. These funds are crucial to ensure the sustainability of high-quality programs that have been built to provide students with positive local and regional career and technical educational opportunities in order to better provide them with experiences for future careers and workforce. Our CTE program alone is helping to serve over 800 students, at 56 different high schools throughout North Dakota, resulting in over 1,200 CTE course enrollments throughout the 2024-2025 school year. Without this funding, existing programs may face challenges in continuing to deliver high-quality career and technical education to our students.

New Programs

With a request of \$22 million, SB 2019 supports the introduction and expansion of CTE programs across the state. These funds will enable the development of new programs at high schools and Area Career and Technology Centers such as CRACTC. Notably, this includes the expansion of highly leveraged online/hybrid programming into such areas as Agriculture Business and Technology, Aviation Mechanics, Emergency Medical Technician (EMT), Introduction to Artificial Intelligence, and more. By focusing on areas aligned with high-demand occupations identified by the North Dakota Workforce Development Council, these initiatives will equip students with the skills needed to thrive in the modern workforce while also addressing the unique challenges faced by rural communities.

CTE Capital Projects Program

The one-time funding request of \$56 million for the CTE Capital Projects Program addresses significant gaps in access to Area Career and Technology Centers. While 13 projects were funded in the 2021-23 biennium, many regions remain underserved. This funding will expand the reach of existing centers, including rural regional satellite sites. These sites are particularly critical for providing hands-on training opportunities in rural areas, where the costs of hiring specialized teachers often exceed local budgets or simply are just not available. By sharing resources, utilizing creative delivery methods among multiple districts, and offering programs tailored to the specific needs of local, regional, and/or statewide industries, these satellite sites will ensure that every student, regardless of location, has access to high-quality education and training. Additionally, this approach fosters partnerships with local businesses, creating a direct pipeline from education to employment and helping to attract economic investment in rural communities.

Pat Phillips, Director
Pat_Phillips@bismarckschools.org

Lyle Krueger, Assistant Director
Lyle.Krueger@k12.nd.us

Amy Johnson, Registrar
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Work-Based Learning

Work-based learning is a cornerstone of effective CTE programming. The \$1.5 million request for Work-Based Learning Coordinators will enhance and expand partnerships between education and industry, providing high school students with invaluable real-world experience. These coordinators have just begun to implement initiatives and strategies to connect students to opportunities that align education with career pathways. Expanding work-based learning ensures that our students graduate with the skills, credentials, and confidence that industry is craving and needs to succeed in North Dakota, National, and/or the international workforce.

Additional Considerations

Investing in CTE programs, including satellite sites, offers substantial economic and social benefits for North Dakota. As previously mentioned, satellite sites bring educational opportunities closer to rural and underserved areas, fostering local job creation and economic revitalization. These initiatives not only align with statewide economic goals but also leverage existing resources to maximize reach and cost-effectiveness. Moreover, the development and expansion of satellite sites may attract businesses to rural areas, or allow the continuation of businesses in rural communities, by ensuring a readily available skilled workforce. This strategy ensures that North Dakota remains competitive in a rapidly changing economy.

Economically, these investments stimulate local economies, prepare a skilled workforce, and maximize the state's return on investment. Socially and emotionally, they demonstrate pride in local communities and leave a lasting legacy of growth and stability.

SB 2019 represents a forward-thinking approach to workforce development, addressing critical needs in education, industry, and community. The funding priorities outlined—from maintaining existing programs to establishing new opportunities—are essential to preparing North Dakota's students to meet the challenges of tomorrow. I urge you to support SB 2019 and these vital investments in Career and Technical Education. Together, we can ensure that North Dakota remains a leader in workforce readiness and economic growth. Thank you for your dedication and service to our state.

Please feel free to contact me at your convenience if you have any questions you'd like to discuss.

Sincerely,

Lyle P Krueger

Lyle P Krueger
Assistant Director
Central Regional Area Career and Technical Center

Pat Phillips, Director
Pat_Phillips@bismarckschools.org

Lyle Krueger, Assistant Director
Lyle.Krueger@k12.nd.us

Amy Johnson, Registrar
Amy.A.Johnson@k12.nd.us



GREATER NORTH DAKOTA CHAMBER
SB 2019
Senate Appropriations Committee
Energy & Education Division
Chair Ron Sorvaag
January 13, 2025

Mr. Chairman and members of the Committee, my name is Andrea Pfennig, and I am the Vice President of Government Affairs for the Greater North Dakota Chamber. GNDC is North Dakota's largest statewide business advocacy organization, with membership represented by small and large businesses, local chambers, and trade and industry associations across the state. We stand in **support** of Senate Bill 2019.

In our 2024 ND Economics and Employer Survey of our membership, 70% of respondents indicated they were having trouble hiring employees. Labor availability has been identified as the top business concern facing companies in North Dakota.

This is compounded when you consider that 44% of our members expect their number of employees to increase in the next year.

In the next 12 months, do you anticipate your number of employees to:



Because of this, we support resources for the implementation of career exploration programs. We also support collaborative efforts between the private sector and educational institutions that create awareness of career opportunities available in the state and better meet workforce needs. Programs such as apprenticeships, internships, and work-based learning cultivate workforce attraction and retention that are important when developing a talent pipeline for the state.

We hope that you will strengthen North Dakota's business climate by investing in workforce development. Thank you for your consideration.

1 **SB 2019 - Department of Career and Technical Education Funding**
2 **Central Region Area Career and Technical Center Testimony in Support**
3

January 13, 2025

4 Chairperson Sorvaag, members of the committee, thank you for the opportunity to provide written testimony in
5 support of Senate Bill No. 2019. My name is Pat Phillips, and I am the director of the Central Regional Area Career
6 and Technical Center as well as the CTE director for Bismarck Public Schools.

7 This bill provides critical appropriations for the Department of Career and Technical Education to ensure that North
8 Dakota's learners have access to robust programs that prepare them for success in an ever-changing workforce. By
9 supporting key areas such as secondary education, adult learning, workforce training, and STEM initiatives, Senate
10 Bill No. 2019 emphasizes the importance of comprehensive and inclusive educational opportunities.

11 In particular, the bill underscores the vital role of secondary education in equipping young learners with the skills,
12 knowledge, and experiences necessary to thrive in post-secondary education and future careers. By continuing to
13 prioritize resources for secondary programs, the state reinforces its commitment to fostering a strong foundation for
14 lifelong learning and economic success.

15 Additionally, the provisions for workforce training grants and regional educational initiatives reflect a balanced and
16 strategic approach to addressing workforce needs across the state. This ensures that students in all regions,
17 regardless of their location or circumstances, benefit from high-quality career and technical education
18 opportunities.

19 Senate Bill No. 2019 demonstrates a forward-thinking vision for education in North Dakota. By providing
20 comprehensive support for secondary education and aligning resources with workforce demands, this legislation
21 supports the success of students and the prosperity of our communities. I strongly encourage the committee to
22 support this bill and to continue championing the value of career and technical education.

23 Thank you for your time and thoughtful consideration. Please feel free to reach out with any questions or for further
24 information.

25 Sincerely,

26 

27 Pat Phillips
28 CTE Director
29 Bismarck Public Schools
30 Central Regional Area Career and Technical Education Center

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Director
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Eric Ripley
Executive Director, Career
& Technical Education
Grand Forks Area Career and Technology Center

Direct Phone: 701.746.2205, ext. 7117
Fax: 701.772.7739
eripley270@mygfschools.org

January 13, 2025

Members of the Senate Appropriations – Education and Environment Committee:

Workforce needs for the state continue to be a critical factor for North Dakota's economic growth and vitality, and Career and Technical Education (CTE) serves as a critical component in the development of our state's workforce pipeline. SB2019 provides the opportunity to financially support and expand the availability of CTE programs to students across the state. The expansion of high quality CTE programs was evident in the state's appropriations for the new CTE Centers, including the Career Impact Academy serving the Grand Forks region.

Priority items within SB2019 that I would strongly advocate for the committee's inclusion includes the following:

- **CTE Capital Projects Program (\$56M)** – To complete the remaining funding gaps in the CTE Center projects, along with supporting new CTE Center proposals. During the last session, the legislative ask was \$55M for inflationary funds, with \$26.5 being allocated. The remaining balance for existing projects is needed to deliver on the CTE Centers proposals originally approved by the state.
- **Cost to Continue (\$4M)** – As costs within existing programs (salaries, benefits, curricular resources) increase year-over-year, these dollars are used to help maintain current reimbursement rates.
- **New Programs (\$22M)** – The new CTE Centers are coming online statewide, and with the new facilities are new programs to expand and enhance the availability of high-quality CTE to our state's students. For the Career Impact Academy, opening in Fall, 2025, we are planning to offer 9 different CTE program pathways to our region.
- **Work-Based Learning Coordinators (\$1.5M)** – Grand Forks received a 2-year grant allocation from funds approved during the last legislative assembly, and this position has been essential in expanding work-based learning for our current students, and future students of the Career Impact Academy.
- **TrainND (\$1.6M)** – The Career Impact Academy provides a facility, and collaborative, strategic location in expanding TrainND presences within the Grand Forks region.

As a member of the 69th Legislative Assembly, you have the opportunity to support CTE as an investment into meeting our state's workforce challenges. I respectfully ask your support of SB2019, including the priority items above, which supports the goals and objectives of Career & Technical Education, and the Career Impact Academy.

Sincerely,

Eric Ripley
Executive Director of Career & Technical Education

Mark Sanford Education Center
2400 47th Ave. S
Grand Forks, ND 58201-3405

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Grand Forks, ND 58206-6000

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Equal opportunity employer

Grand Forks School District prohibits discrimination and harassment based on race, color, religion, sex, sexual orientation, gender identity, gender expression, national origin, ancestry, disability, age, or other status protected by law. The District also provides equal access to the Boy Scouts and other designated youth groups, as required by federal law.

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2019
1/23/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of career and technical education.

9:01 a.m. Chairman Sorvaag called the meeting to order.

Members Present: Chairman Ronald Sorvaag, Senator Cole Conley, Senator Scott Meyer, Senator Donald Schaible, Senator Paul J. Thomas.

Discussion Topics:

- Changes in the Budget Recommendation.
- Expansion on Programs.
- Allocations of proposed funding request.

9:03 a.m. Alex Cronquist, Fiscal Analyst, Legislative Council, referenced green sheets, testified neutral and submitted testimony #31332.

9:10 a.m. Wayde Sick, State Director, ND Dept. of Career & Technical Education, testified in favor.

9:37 a.m. Sarah Bomart, Train ND Director SW Region, testified in favor.

9:51 a.m. Chairman Sorvaag adjourned the meeting.

Steven Hall, Committee Clerk



Department of Career and Technical Education - Budget No. 270
Agency Worksheet - Senate Bill No. 2019

| | Burgum Budget | | | | Armstrong Budget | | | | Armstrong Budget Compared to Burgum Budget | | | |
|--|------------------|-----------------|----------------|--------------|------------------|-----------------|----------------|--------------|--|-----------------|----------------|------------|
| | FTE Positions | General Fund | Other Funds | Total | FTE Positions | General Fund | Other Funds | Total | Increase (Decrease) | | | |
| | | | | | | | | | FTE Positions | General Fund | Other Funds | Total |
| 2025-27 Biennium Base Level | 23.50 | \$51,315,277 | \$14,500,485 | \$65,815,762 | 23.50 | \$51,315,277 | \$14,500,485 | \$65,815,762 | 0.00 | \$0 | \$0 | \$0 |
| 2025-27 Ongoing Funding Changes | | | | | | | | | | | | |
| Base payroll changes | | \$7 | (\$828) | (\$821) | | \$7 | (\$828) | (\$821) | | | | \$0 |
| Salary increase | | 242,928 | 18,267 | 261,195 | | 198,576 | 14,927 | 213,503 | | (\$44,352) | (\$3,340) | (47,692) |
| Health insurance increase | | 134,611 | 9,516 | 144,127 | | 134,611 | 9,516 | 144,127 | | | | 0 |
| Adds funding to replace the 2023-25 new FTE pool | | 394,874 | | 394,874 | | 394,874 | | 394,874 | | | | 0 |
| Adds funding to replace the 2023-25 vacant FTE pool | | 129,958 | 18,894 | 148,852 | | 129,958 | 18,894 | 148,852 | | | | 0 |
| Adds funding for operating expenses | | 10,502 | 388,759 | 399,261 | | 10,502 | 388,759 | 399,261 | | | | 0 |
| Adds federal funding for grants to schools for career and technical education programs | | | 2,500,000 | 2,500,000 | | | 2,500,000 | 2,500,000 | | | | 0 |
| Adds funding for the cost to continue career and technical education reimbursement rates | | 4,000,000 | | 4,000,000 | | 4,000,000 | | 4,000,000 | | | | 0 |
| Adds funding for new and expanding secondary career and technical education programs | | 3,000,000 | | 3,000,000 | | 3,000,000 | | 3,000,000 | | | | 0 |
| Adds funding for grants to schools for work-based learning coordinators | | 500,000 | | 500,000 | | 500,000 | | 500,000 | | | | 0 |
| Adds funding for the marketplace for kids program | | 100,000 | | 100,000 | | 100,000 | | 100,000 | | | | 0 |
| Total ongoing funding changes | 0.00 | \$8,512,880 | \$2,934,608 | \$11,447,488 | 0.00 | \$8,468,528 | \$2,931,268 | \$11,399,796 | 0.00 | (\$44,352) | (\$3,340) | (\$47,692) |
| One-Time Funding Items | | | | | | | | | | | | |
| No one-time funding items | | | | \$0 | | | | \$0 | | | | \$0 |
| Total one-time funding changes | 0.00 | \$0 | \$0 | \$0 | 0.00 | \$0 | \$0 | \$0 | 0.00 | \$0 | \$0 | \$0 |
| Total Changes to Base Level Funding | 0.00 | \$8,512,880 | \$2,934,608 | \$11,447,488 | 0.00 | \$8,468,528 | \$2,931,268 | \$11,399,796 | 0.00 | (\$44,352) | (\$3,340) | (\$47,692) |
| 2025-27 Total Funding | 23.50 | \$59,828,157 | \$17,435,093 | \$77,263,250 | 23.50 | \$59,783,805 | \$17,431,753 | \$77,215,558 | 0.00 | (\$44,352) | (\$3,340) | (\$47,692) |
| Federal funds included in other funds | | | \$17,280,119 | | | | \$17,276,779 | | | | (\$3,340) | |
| Total ongoing changes - Percentage of base level | 0.0% | 16.6% | 20.2% | 17.4% | 0.0% | 16.5% | 20.2% | 17.3% | N/A | N/A | N/A | N/A |
| Total changes - Percentage of base level | 0.0% | 16.6% | 20.2% | 17.4% | 0.0% | 16.5% | 20.2% | 17.3% | N/A | N/A | N/A | N/A |

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2019
1/30/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of career and technical education.

3:21 p.m. Chairman Sorvaag called the meeting to order.

Members Present: Chairman Ronald Sorvaag, Senator Cole Conley, Senator Donald Schaible, Senator Paul J. Thomas.

Absent: Senator Scott Meyer.

Discussion Topics:

- Gov. Armstrong VS. Burgum Budget recommendations.

3:23 p.m. Levi Kinnischtzke, Fiscal Analyst, Legislative Council, testified in neutral and submitted testimony #33039.

3:26 p.m. Senator Schaible testified in neutral.

3:36 p.m. Chairman Sorvaag adjourned the meeting.

Steven Hall, Committee Clerk



Department of Career and Technical Education - Budget No. 270
Agency Worksheet - Senate Bill No. 2019

| | Armstrong Budget | | | | Senate Version | | | | Senate Compared to Armstrong Budget | | | |
|--|------------------|-----------------|----------------|--------------|------------------|-----------------|----------------|--------------|-------------------------------------|-----------------|----------------|----------------|
| | FTE Positions | General Fund | Other Funds | Total | FTE Positions | General Fund | Other Funds | Total | Increase (Decrease) | | | |
| | | | | | | | | | FTE Positions | General Fund | Other Funds | Total |
| 2025-27 Biennium Base Level | 23.50 | \$51,315,277 | \$14,500,485 | \$65,815,762 | 23.50 | \$51,315,277 | \$14,500,485 | \$65,815,762 | 0.00 | \$0 | \$0 | \$0 |
| 2025-27 Ongoing Funding Changes | | | | | | | | | | | | |
| Base payroll changes | | \$7 | (\$828) | (\$821) | | | | \$0 | | (\$7) | \$828 | \$821 |
| Salary increase | | 198,576 | 14,927 | 213,503 | | \$198,576 | \$14,927 | 213,503 | | | | 0 |
| Health insurance increase | | 134,611 | 9,516 | 144,127 | | 134,611 | 9,516 | 144,127 | | | | 0 |
| Adds funding to replace the 2023-25 new FTE pool | | 394,874 | | 394,874 | | 394,874 | | 394,874 | | | | 0 |
| Adds funding to replace the 2023-25 vacant FTE pool | | 129,958 | 18,894 | 148,852 | | 129,958 | 18,894 | 148,852 | | | | 0 |
| Adjusts funding for the 2025-27 vacant FTE pool | | | | 0 | | (50,343) | (3,744) | (54,087) | | (50,343) | (3,744) | (54,087) |
| Adds funding for operating expenses | | 10,502 | 388,759 | 399,261 | | | | 0 | | (10,502) | (388,759) | (399,261) |
| Adds federal funding for grants to schools for career and technical education programs | | | 2,500,000 | 2,500,000 | | | | 0 | | | (2,500,000) | (2,500,000) |
| Adds funding for the cost to continue career and technical education reimbursement rates | | 4,000,000 | | 4,000,000 | | | | 0 | | (4,000,000) | | (4,000,000) |
| Adds funding for new and expanding secondary career and technical education programs | | 3,000,000 | | 3,000,000 | | | | 0 | | (3,000,000) | | (3,000,000) |
| Adds funding for grants to schools for work-based learning coordinators | | 500,000 | | 500,000 | | | | 0 | | (500,000) | | (500,000) |
| Adds funding for the marketplace for kids program | | 100,000 | | 100,000 | | | | 0 | | (100,000) | | (100,000) |
| Total ongoing funding changes | 0.00 | \$8,468,528 | \$2,931,268 | \$11,399,796 | 0.00 | \$807,676 | \$39,593 | \$847,269 | 0.00 | (\$7,660,852) | (\$2,891,675) | (\$10,552,527) |
| One-Time Funding Items | | | | | | | | | | | | |
| No one-time funding items | | | | \$0 | | | | \$0 | | | | \$0 |
| Total one-time funding changes | 0.00 | \$0 | \$0 | \$0 | 0.00 | \$0 | \$0 | \$0 | 0.00 | \$0 | \$0 | \$0 |
| Total Changes to Base Level Funding | 0.00 | \$8,468,528 | \$2,931,268 | \$11,399,796 | 0.00 | \$807,676 | \$39,593 | \$847,269 | 0.00 | (\$7,660,852) | (\$2,891,675) | (\$10,552,527) |
| 2025-27 Total Funding | 23.50 | \$59,783,805 | \$17,431,753 | \$77,215,558 | 23.50 | \$52,122,953 | \$14,540,078 | \$66,663,031 | 0.00 | (\$7,660,852) | (\$2,891,675) | (\$10,552,527) |
| Federal funds included in other funds | | | \$17,276,779 | | | | \$14,385,104 | | | | (\$2,891,675) | |
| Total ongoing changes - Percentage of base level | 0.0% | 16.5% | 20.2% | 17.3% | 0.0% | 1.6% | 0.3% | 1.3% | N/A | N/A | N/A | N/A |
| Total changes - Percentage of base level | 0.0% | 16.5% | 20.2% | 17.3% | 0.0% | 1.6% | 0.3% | 1.3% | N/A | N/A | N/A | N/A |

Other Sections in Department of Career and Technical Education - Budget No. 270

| Section Description | Armstrong Budget | Senate Version | |
|---------------------|------------------|----------------|--|
| No other sections | | | |

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2019
2/4/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of career and technical education.

9:36 a.m. Chairman Sorvaag called the meeting to order.

Members Present: Chairman Ronald Sorvaag, Senator Cole Conley, Senator Scott Meyer, Senator Donald Schaible, Senator Paul J. Thomas.

Discussion Topics:

- Gov Bergum VS. Armstrong Budget Recommendations.
- Virtual Reality Career Exploration.

9:36 a.m. Senator Schaible testified in neutral and referenced testimony #34481.

9:38 a.m. Wayde Sick, Director, ND Department of Career and Technical Education, testified in favor

9:40 a.m. Levi Kinnischtzke, Fiscal Analyst, Legislative Council, testified in neutral and provided testimony #34481.

9:41 a.m. Becky Ulberg, Fiscal Management Analyst, Management and Budget, testified in neutral.

9:41 a.m. Wayde Sick, Director, ND Department of Career and Technical Education, testified in favor

9:42 a.m. Levi Kinnischtzke, Fiscal Analyst, Legislative Council, testified in neutral.

9:43 a.m. Wayde Sick, Director, ND Department of Career and Technical Education, testified in favor.

9:57 a.m. Chairman Sorvaag closed the meeting.

Steven Hall, Committee Clerk

Legislative Council

Department of Career and Technical Education - Budget No. 270
Agency Worksheet - Senate Bill No. 2019

| | Armstrong Budget | | | | Senate Version | | | | Senate Compared to Armstrong Budget | | | |
|--|------------------|-----------------|----------------|--------------|------------------|-----------------|----------------|--------------|-------------------------------------|-----------------|----------------|-----------|
| | FTE Positions | General Fund | Other Funds | Total | FTE Positions | General Fund | Other Funds | Total | Increase (Decrease) | | | |
| | | | | | | | | | FTE Positions | General Fund | Other Funds | Total |
| 2025-27 Biennium Base Level | 23.50 | \$51,315,277 | \$14,500,485 | \$65,815,762 | 23.50 | \$51,315,277 | \$14,500,485 | \$65,815,762 | 0.00 | \$0 | \$0 | \$0 |
| 2025-27 Ongoing Funding Changes | | | | | | | | | | | | |
| Base payroll changes | | \$7 | (\$828) | (\$821) | | \$7 | (\$828) | (\$821) | | | | \$0 |
| Salary increase | | 198,576 | 14,927 | 213,503 | | 198,576 | 14,927 | 213,503 | | | | 0 |
| Health insurance increase | | 134,611 | 9,516 | 144,127 | | 134,611 | 9,516 | 144,127 | | | | 0 |
| Adds funding to replace the 2023-25 new FTE pool | | 394,874 | | 394,874 | | 394,874 | | 394,874 | | | | 0 |
| Adds funding to replace the 2023-25 vacant FTE pool | | 129,958 | 18,894 | 148,852 | | 129,958 | 18,894 | 148,852 | | | | 0 |
| Adjusts funding for the 2025-27 vacant FTE pool | | | | 0 | | (50,343) | (3,744) | (54,087) | | (\$50,343) | (\$3,744) | (54,087) |
| Adds funding for operating expenses | | 10,502 | 388,759 | 399,261 | | 10,502 | 388,759 | 399,261 | | | | 0 |
| Adds federal funding for grants to schools for career and technical education programs | | | 2,500,000 | 2,500,000 | | | 2,500,000 | 2,500,000 | | | | 0 |
| Adds funding for the cost to continue career and technical education reimbursement rates | | 4,000,000 | | 4,000,000 | | 4,000,000 | | 4,000,000 | | | | 0 |
| Adds funding for new and expanding secondary career and technical education programs | | 3,000,000 | | 3,000,000 | | 3,000,000 | | 3,000,000 | | | | 0 |
| Adds funding for grants to schools for work-based learning coordinators | | 500,000 | | 500,000 | | | | 0 | | (500,000) | | (500,000) |
| Adds funding for the marketplace for kids program | | 100,000 | | 100,000 | | 100,000 | | 100,000 | | | | 0 |
| Adds funding for workforce training grants | | | | 0 | | 750,000 | | 750,000 | | 750,000 | | 750,000 |
| Total ongoing funding changes | 0.00 | \$8,468,528 | \$2,931,268 | \$11,399,796 | 0.00 | \$8,668,185 | \$2,927,524 | \$11,595,709 | 0.00 | \$199,657 | (\$3,744) | \$195,913 |
| One-Time Funding Items | | | | | | | | | | | | |
| No one-time funding items | | | | \$0 | | | | \$0 | | | | \$0 |
| Total one-time funding changes | 0.00 | \$0 | \$0 | \$0 | 0.00 | \$0 | \$0 | \$0 | 0.00 | \$0 | \$0 | \$0 |
| Total Changes to Base Level Funding | 0.00 | \$8,468,528 | \$2,931,268 | \$11,399,796 | 0.00 | \$8,668,185 | \$2,927,524 | \$11,595,709 | 0.00 | \$199,657 | (\$3,744) | \$195,913 |
| 2025-27 Total Funding | 23.50 | \$59,783,805 | \$17,431,753 | \$77,215,558 | 23.50 | \$59,983,462 | \$17,428,009 | \$77,411,471 | 0.00 | \$199,657 | (\$3,744) | \$195,913 |
| Federal funds included in other funds | | | \$17,276,779 | | | | \$17,273,035 | | | | (\$3,744) | |
| Total ongoing changes - Percentage of base level | 0.0% | 16.5% | 20.2% | 17.3% | 0.0% | 16.9% | 20.2% | 17.6% | N/A | N/A | N/A | N/A |
| Total changes - Percentage of base level | 0.0% | 16.5% | 20.2% | 17.3% | 0.0% | 16.9% | 20.2% | 17.6% | N/A | N/A | N/A | N/A |

Other Sections in Department of Career and Technical Education - Budget No. 270

| Section Description | Armstrong Budget | Senate Version |
|-----------------------------------|------------------|--|
| New and vacant FTE pool line item | | Section 3 provides the Department of Career and Technical Education cannot spend funds appropriated in the new and vacant FTE funding pool line item but may request the Office of Management and Budget to transfer funds to the salaries and |

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2019
2/11/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of career and technical education.

3:35 p.m. Chairman Sorvaag called the meeting to order.

Members Present: Chairman Ronald Sorvaag, Senator Cole Conley, Senator Scott Meyer, Senator Donald Schaible, Senator Paul J. Thomas.

Discussion Topics:

- Additions to Previous Funding.
- FTE Pool
- Education reimbursements

3:35 p.m. Senator Schaible introduced the amended bill and testified in favor.

3:39 p.m. Senator Schaible moved to adopt amendment LC #25.0186.01002. #37183.

3:39 p.m. Senator Thomas seconded the motion.

3:40 p.m. Voice Vote- Motion Passed.

3:40 p.m. Senator Schaible moved a Do Pass as amended.

3:41 p.m. Senator Thomas seconded.

| Senators | Vote |
|-------------------------|------|
| Senator Ronald Sorvaag | Y |
| Senator Cole Conley | Y |
| Senator Scott Meyer | Y |
| Senator Donald Schaible | Y |
| Senator Paul J. Thomas | Y |

Motion Passed- 5-0-0.

Senator Schaible will carry the bill.

Additional written testimony:

Alex Cronquist, Fiscal Analyst, Legislative Council, submitted testimony in neutral #37183.

3:42 p.m. Chairman Sorvaag closed the meeting.

Steven Hall, Committee Clerk

25.0186.01002
Title.
Fiscal No. 1

Prepared by the Legislative Council
staff for Senate Appropriations -
Education and Environment Division
Committee

February 7, 2025

Sixty-ninth
Legislative Assembly
of North Dakota

PROPOSED AMENDMENTS TO

SENATE BILL NO. 2019

Introduced by

Appropriations Committee

1 A BILL for an Act to provide an appropriation for defraying the expenses of the department of
2 career and technical education.

3 BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

4 **SECTION 1. APPROPRIATION.** The funds provided in this section, or so much of the funds
5 as may be necessary, are appropriated out of any moneys in the general fund in the state
6 treasury, not otherwise appropriated, and from other funds derived from special funds and
7 federal funds, to the department of career and technical education for the purpose of defraying
8 the expenses of the department of career and technical education, for the biennium beginning
9 July 1, 2025, and ending June 30, 2027, as follows:

| | | Adjustments or | |
|----|--|------------------------|----------------------|
| | <u>Base Level</u> | <u>Enhancements</u> | <u>Appropriation</u> |
| 12 | Salaries and wages | \$5,118,145 | \$0 |
| 13 | Operating expenses | 3,046,350 | 0 |
| 14 | Grants | 11,507,349 | 0 |
| 15 | Grants—secondary | 41,537,780 | 0 |
| 16 | Marketplace for kids | 300,000 | 0 |
| 17 | Science, technology, engineering, and | 100,000 | 0 |
| 18 | —mathematics initiative | | |
| 19 | Adult farm management | 1,706,138 | 0 |

Sixty-ninth
Legislative Assembly

| | | | | |
|----|---|-------------------------|-----------------|-------------------------|
| 1 | Workforce training | 2,500,000 | 0 | 2,500,000 |
| 2 | Total all funds | \$65,815,762 | \$0 | \$65,815,762 |
| 3 | Less other funds | 14,500,485 | 0 | 14,500,485 |
| 4 | Total general fund | \$51,315,277 | \$0 | \$51,315,277 |
| 5 | Full-time equivalent positions | 23.50 | 0.00 | 23.50 |
| 6 | Salaries and wages | \$5,118,145 | \$720,245 | \$5,838,390 |
| 7 | New and vacant FTE pool | 0 | 126,203 | 126,203 |
| 8 | Operating expenses | 3,046,350 | 1,399,261 | 4,445,611 |
| 9 | Grants | 11,507,349 | 2,500,000 | 14,007,349 |
| 10 | Grants - secondary | 41,537,780 | 7,000,000 | 48,537,780 |
| 11 | Marketplace for kids | 300,000 | 100,000 | 400,000 |
| 12 | Science, technology, engineering, and | 100,000 | 0 | 100,000 |
| 13 | mathematics initiative | | | |
| 14 | Adult farm management | 1,706,138 | 0 | 1,706,138 |
| 15 | Workforce training | 2,500,000 | 750,000 | 3,250,000 |
| 16 | Total all funds | \$65,815,762 | \$12,595,709 | \$78,411,471 |
| 17 | Less other funds | 14,500,485 | 2,927,524 | 17,428,009 |
| 18 | Total general fund | \$51,315,277 | \$9,668,185 | \$60,983,462 |
| 19 | Full-time equivalent positions | 23.50 | 0.00 | 23.50 |

20 **SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO**
 21 **SEVENTIETH LEGISLATIVE ASSEMBLY.** The following amounts reflect the one-time funding
 22 items included in the appropriation in section 1 of this Act which are not included in the entity's
 23 base budget for the 2027-29 biennium and which the entity shall report to the appropriations
 24 committees of the seventieth legislative assembly regarding the use of this funding:

| | | | | |
|----|-------------------------------------|---------------------|--------------------|--------------|
| 25 | <u>One-Time Funding Description</u> | <u>General Fund</u> | <u>Other Funds</u> | <u>Total</u> |
| 26 | Virtual reality career exploration | \$1,000,000 | \$0 | \$1,000,000 |
| 27 | Total | \$1,000,000 | \$0 | \$1,000,000 |

28 **SECTION 3. NEW AND VACANT FTE POOL - LIMITATION - TRANSFER REQUEST.** The
 29 department of career and technical education may not spend funds appropriated in the new and
 30 vacant FTE pool line item in section 1 of this Act, but may request the office of management and
 31 budget to transfer funds from the new and vacant FTE pool line item to the salaries and wages

line item in accordance with the guidelines and reporting provisions included in House Bill No. 1015, as approved by the sixty-ninth legislative assembly.

SECTION 4. WORKFORCE TRAINING GRANTS - SALARIES AND WAGES EXPENSES.

The workforce training line item in section 1 of this Act includes the sum of \$500,000 from the general fund which the department of career and technical education shall distribute to each eligible organization in the state dedicated to expanding workforce opportunities, training, and education for the purpose of defraying salaries and wages expenses of the organization's employees. The department of career and technical education shall distribute the funding identified in this section as follows:

| | |
|---|-----------|
| 1. An organization in the northwest region of the state | \$230,000 |
| 2. An organization in the northeast region of the state | \$40,000 |
| 3. An organization in the southwest region of the state | \$120,000 |
| 4. An organization in the southeast region of the state | \$110,000 |

STATEMENT OF PURPOSE OF AMENDMENT:**Senate Bill No. 2019 - Dept. of Career and Technical Education - Senate Action**

| | Base Budget | Senate Changes | Senate Version |
|-------------------------|----------------|-------------------|-------------------|
| Salaries and wages | \$5,118,145 | \$720,245 | \$5,838,390 |
| New and vacant FTE pool | | 126,203 | 126,203 |
| Operating expenses | 3,046,350 | 1,399,261 | 4,445,611 |
| Grants | 11,507,349 | 2,500,000 | 14,007,349 |
| Grants - Secondary | 41,537,780 | 7,000,000 | 48,537,780 |
| Marketplace for kids | 300,000 | 100,000 | 400,000 |
| Adult farm management | 1,706,138 | | 1,706,138 |
| Workforce training | 2,500,000 | 750,000 | 3,250,000 |
| STEM initiative | 100,000 | | 100,000 |
| Total all funds | \$65,815,762 | \$12,595,709 | \$78,411,471 |
| Less estimated income | 14,500,485 | 2,927,524 | 17,428,009 |
| General fund | \$51,315,277 | \$9,668,185 | \$60,983,462 |
| FTE | 23.50 | 0.00 | 23.50 |

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

| | Adds Funding for Salary and Benefit Increases ¹ | Adds Funding to Replace 2023-25 New and Vacant FTE Pool ² | Transfers Funding for 2025-27 New and Vacant FTE Pool ³ | Adjusts Base Level Funding ⁴ | Adds Funding for Cost to Continue CTE Reimbursement Rates ⁵ | Adds Funding for New and Expanding CTE Programs ⁶ |
|-------------------------|---|--|--|--|--|--|
| Salaries and wages | \$357,630 | \$543,726 | | | | |
| New and vacant FTE pool | | | (\$180,290) | (\$821) | | |
| Operating expenses | | | 126,203 | | | |
| Grants | | | | 399,261 | | |
| Grants - Secondary | | | | 2,500,000 | | |
| Marketplace for kids | | | | | \$4,000,000 | \$3,000,000 |
| Adult farm management | | | | | | |
| Workforce training | | | | | | |
| STEM initiative | | | | | | |
| Total all funds | \$357,630 | \$543,726 | (\$54,087) | \$2,898,440 | \$4,000,000 | \$3,000,000 |
| Less estimated income | 24,443 | 18,894 | (3,744) | 2,887,931 | 0 | 0 |
| General fund | \$333,187 | \$524,832 | (\$50,343) | \$10,509 | \$4,000,000 | \$3,000,000 |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| | Adds Funding for Marketplace for Kids ⁷ | Adds Funding for the Workforce Training Program ⁸ | Adds One- Time Funding for Career Exploration ⁹ | Total Senate Changes |
|-------------------------|---|--|---|-------------------------|
| Salaries and wages | | | | \$720,245 |
| New and vacant FTE pool | | | | 126,203 |
| Operating expenses | | | \$1,000,000 | 1,399,261 |
| Grants | | | | 2,500,000 |
| Grants - Secondary | | | | 7,000,000 |
| Marketplace for kids | \$100,000 | | | 100,000 |
| Adult farm management | | | | |
| Workforce training | | \$750,000 | | 750,000 |
| STEM initiative | | | | |
| Total all funds | \$100,000 | \$750,000 | \$1,000,000 | \$12,595,709 |
| Less estimated income | 0 | 0 | 0 | 2,927,524 |
| General fund | \$100,000 | \$750,000 | \$1,000,000 | \$9,668,185 |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 |

¹ The following funding is added for 2025-27 biennium salary adjustments of 3 percent on July 1, 2025, and 3 percent on July 1, 2026, and increases in health insurance premiums from \$1,643 to \$1,893 per month:

| | <u>General Fund</u> | <u>Federal Funds</u> | <u>Total</u> |
|---------------------------|-------------------------|--------------------------|----------------|
| Salary increase | \$198,576 | \$14,927 | \$213,503 |
| Health insurance increase | <u>134,611</u> | <u>9,516</u> | <u>144,127</u> |
| Total | \$333,187 | \$24,443 | \$357,630 |

² Funding is added to replace 2023-25 biennium new and vacant FTE pool funding as follows:

| | <u>General Fund</u> | <u>Federal Funds</u> | <u>Total</u> |
|----------------------|-------------------------|--------------------------|----------------|
| New FTE positions | \$394,874 | \$0 | \$394,874 |
| Vacant FTE positions | <u>129,958</u> | <u>18,894</u> | <u>148,852</u> |
| Total | \$524,832 | \$18,894 | \$543,726 |

³ Funding of \$180,290 for estimated savings from vacant FTE positions is removed and funding of \$126,203 is added for a 2025-27 new and vacant FTE pool line item as follows:

| | <u>General Fund</u> | <u>Federal Funds</u> | <u>Total</u> |
|------------------------|-------------------------|--------------------------|------------------|
| New FTE positions | \$0 | \$0 | \$0 |
| Vacant FTE positions | <u>(167,810)</u> | <u>(12,480)</u> | <u>(180,290)</u> |
| Total | (167,810) | (12,480) | (180,290) |
| Funding pool line item | <u>117,467</u> | <u>8,736</u> | <u>126,203</u> |
| Net savings | (\$50,343) | (\$3,744) | (\$54,087) |

⁴ Base level funding is adjusted as follows:

| | <u>General Fund</u> | <u>Federal Funds</u> | <u>Total</u> |
|--|-------------------------|--------------------------|------------------|
| Adjusts funding for base payroll changes | \$7 | (\$828) | (\$821) |
| Adds funding for operating expenses, primarily related to professional services and fees, travel, information technology costs, and office equipment | 10,502 | 388,759 | 399,261 |
| Adds funding for grants to schools and area career and technical centers for career and technical education programs to provide a total of \$14,007,349 from federal funds | <u>0</u> | <u>2,500,000</u> | <u>2,500,000</u> |
| Total | \$10,509 | \$2,887,931 | \$2,898,440 |

⁵ Funding of \$4 million is added from the general fund for the cost to continue career and technical education reimbursement rates at schools (27 percent) and area career and technical centers (40 percent).

⁶ Funding of \$3 million from the general fund is added for new and expanding secondary career and technical education programs.

⁷ Funding of \$100,000 is added from the general fund for the Marketplace for Kids program to provide a total of \$400,000 from the general fund.

⁸ Funding of \$750,000 is added from the general fund for the workforce training program to provide a total of \$3.25 million from the general fund.

⁹ One-time funding of \$1 million is added from the general fund for virtual reality career exploration hardware and software.

Senate Bill No. 2019 - Other Changes - Senate Action

A section is added regarding the use of funding in the new and vacant FTE pool line item.

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee Harvest Room, State Capitol

SB 2019
2/13/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of career and technical education.

9:42 a.m. Chairman Bekkedahl opened the hearing.

Members Present: Chairman Bekkedahl, Vice-Chairman Erbele, and Senators Burckhard, Cleary, Conley, Davison, Dever, Magrum, Mathern, Meyer, Schaible, Sickler, Sorvaag, Thomas, Wanzek.

Members Absent: Senator Dwyer.

Discussion Topics:

- Full Time Employee Reduction
- Career and Technical Education Programs Updates
- Virtual Reality Career Exploration Equipment
- Workforce Training Allocation

9:43 a.m. Senator Schaible introduced the bill, the amendment 25.0186.01002, and submitted testimony #37624.

9:47 a.m. Senator Schaible moved to amend LC 25.0186.01002 by removing appropriation for adult farm management program.

9:47 a.m. Senator Thomas seconded the motion.

| Senators | Vote |
|----------------------------|------|
| Senator Brad Bekkedahl | Y |
| Senator Robert Erbele | Y |
| Senator Randy A. Burckhard | Y |
| Senator Sean Cleary | Y |
| Senator Cole Conley | Y |
| Senator Kyle Davison | Y |
| Senator Dick Dever | Y |
| Senator Michael Dwyer | A |
| Senator Jeffery J. Magrum | Y |
| Senator Tim Mathern | Y |
| Senator Scott Meyer | Y |
| Senator Donald Schaible | Y |
| Senator Jonathan Sickler | Y |
| Senator Ronald Sorvaag | Y |
| Senator Paul J. Thomas | Y |
| Senator Terry M. Wanzek | Y |

Motion Passed 15-0-1.

9:50 a.m. Senator Schaible moved amendment LC 25.0186.01003.

9:50 a.m. Senator Conley seconded the motion.

| Senators | Vote |
|----------------------------|-------------|
| Senator Brad Bekkedahl | Y |
| Senator Robert Erbele | Y |
| Senator Randy A. Burckhard | Y |
| Senator Sean Cleary | Y |
| Senator Cole Conley | Y |
| Senator Kyle Davison | Y |
| Senator Dick Dever | Y |
| Senator Michael Dwyer | A |
| Senator Jeffery J. Magrum | N |
| Senator Tim Mathern | Y |
| Senator Scott Meyer | Y |
| Senator Donald Schaible | Y |
| Senator Jonathan Sickler | Y |
| Senator Ronald Sorvaag | Y |
| Senator Paul J. Thomas | Y |
| Senator Terry M. Wanzek | Y |

Motion Passed 14-1-1.

10:00 a.m. Senator Schaible moved a Do Pass as Amended.

10:00 a.m. Senator Sorvaag seconded the motion.

| Senators | Vote |
|----------------------------|-------------|
| Senator Brad Bekkedahl | Y |
| Senator Robert Erbele | Y |
| Senator Randy A. Burckhard | Y |
| Senator Sean Cleary | Y |
| Senator Cole Conley | Y |
| Senator Kyle Davison | Y |
| Senator Dick Dever | Y |
| Senator Michael Dwyer | A |
| Senator Jeffery J. Magrum | Y |
| Senator Tim Mathern | Y |
| Senator Scott Meyer | Y |
| Senator Donald Schaible | Y |
| Senator Jonathan Sickler | Y |
| Senator Ronald Sorvaag | Y |
| Senator Paul J. Thomas | Y |
| Senator Terry M. Wanzek | Y |

Motion Passed 15-0-1.

Senator Schaible will carry the bill.

10:01 a.m. Chairman Bekkedahl closed the hearing.

Elizabeth Reiten, Committee Clerk

February 13, 2025

Sixty-ninth
Legislative Assembly
of North Dakota

PROPOSED AMENDMENTS TO

SENATE BILL NO. 2019

Introduced by

Appropriations Committee

HD
2/14/23
page 1 of 3

1 A BILL for an Act to provide an appropriation for defraying the expenses of the department of
2 career and technical education.

3 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

4 **SECTION 1. APPROPRIATION.** The funds provided in this section, or so much of the funds
5 as may be necessary, are appropriated out of any moneys in the general fund in the state
6 treasury, not otherwise appropriated, and from other funds derived from special funds and
7 federal funds, to the department of career and technical education for the purpose of defraying
8 the expenses of the department of career and technical education, for the biennium beginning
9 July 1, 2025, and ending June 30, 2027, as follows:

| | | Adjustments or | |
|----|---------------------------------------|---------------------|----------------------|
| | <u>Base Level</u> | <u>Enhancements</u> | <u>Appropriation</u> |
| 12 | Salaries and wages | \$5,118,145 | \$0 \$5,118,145 |
| 13 | Operating expenses | 3,046,350 | 0 3,046,350 |
| 14 | Grants | 11,507,349 | 0 11,507,349 |
| 15 | Grants—secondary | 41,537,780 | 0 41,537,780 |
| 16 | Marketplace for kids | 300,000 | 0 300,000 |
| 17 | Science, technology, engineering, and | 100,000 | 0 100,000 |
| 18 | —mathematics initiative | | |
| 19 | Adult farm management | 1,706,138 | 0 1,706,138 |
| 20 | Workforce training | 2,500,000 | 0 2,500,000 |

2083

| | | | | |
|----|---|-------------------------|-----------------|-------------------------|
| 1 | Total all funds | \$65,815,762 | \$0 | \$65,815,762 |
| 2 | Less other funds | 14,500,485 | 0 | 14,500,485 |
| 3 | Total general fund | \$51,315,277 | \$0 | \$51,315,277 |
| 4 | Full-time equivalent positions | 23.50 | 0.00 | 23.50 |
| 5 | Salaries and wages | \$5,118,145 | \$720,245 | \$5,838,390 |
| 6 | New and vacant FTE pool | 0 | 126,203 | 126,203 |
| 7 | Operating expenses | 3,046,350 | 1,399,261 | 4,445,611 |
| 8 | Grants | 11,507,349 | 2,500,000 | 14,007,349 |
| 9 | Grants - secondary | 41,537,780 | 7,000,000 | 48,537,780 |
| 10 | Marketplace for kids | 300,000 | 100,000 | 400,000 |
| 11 | Science, technology, engineering, and | 100,000 | 0 | 100,000 |
| 12 | mathematics initiative | | | |
| 13 | Adult farm management | 1,706,138 | (1,706,138) | 0 |
| 14 | Workforce training | 2,500,000 | 750,000 | 3,250,000 |
| 15 | Total all funds | \$65,815,762 | \$10,889,571 | \$76,705,333 |
| 16 | Less other funds | 14,500,485 | 2,927,524 | 17,428,009 |
| 17 | Total general fund | \$51,315,277 | \$7,962,047 | \$59,277,324 |
| 18 | Full-time equivalent positions | 23.50 | 0.00 | 23.50 |

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO

SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items included in the appropriation in section 1 of this Act which are not included in the entity's base budget for the 2027-29 biennium and which the entity shall report to the appropriations committees of the seventieth legislative assembly regarding the use of this funding:

| <u>One-Time Funding Description</u> | <u>General Fund</u> | <u>Other Funds</u> | <u>Total</u> |
|-------------------------------------|---------------------|--------------------|--------------|
| Virtual reality career exploration | \$1,000,000 | \$0 | \$1,000,000 |
| Total | \$1,000,000 | \$0 | \$1,000,000 |

SECTION 3. NEW AND VACANT FTE POOL - LIMITATION - TRANSFER REQUEST. The department of career and technical education may not spend funds appropriated in the new and vacant FTE pool line item in section 1 of this Act, but may request the office of management and budget to transfer funds from the new and vacant FTE pool line item to the salaries and wages

1 line item in accordance with the guidelines and reporting provisions included in House Bill
2 No. 1015, as approved by the sixty-ninth legislative assembly.

3 **SECTION 4. WORKFORCE TRAINING GRANTS - SALARIES AND WAGES EXPENSES.**

4 The workforce training line item in section 1 of this Act includes the sum of \$500,000 from the
5 general fund which the department of career and technical education shall distribute to each
6 eligible organization in the state dedicated to expanding workforce opportunities, training, and
7 education for the purpose of defraying salaries and wages expenses of the organization's
8 employees. The department of career and technical education shall distribute the funding
9 identified in this section as follows:

| | | |
|----|---|-----------|
| 10 | 1. An organization in the northwest region of the state | \$230,000 |
| 11 | 2. An organization in the northeast region of the state | \$40,000 |
| 12 | 3. An organization in the southwest region of the state | \$120,000 |
| 13 | 4. An organization in the southeast region of the state | \$110,000 |

**REPORT OF STANDING COMMITTEE
SB 2019**

Appropriations Committee (Sen. Bekkedahl, Chairman) recommends **AMENDMENTS** ([25.0186.01003](#)) and when so amended, recommends **DO PASS** (15 YEAS, 0 NAYS, 1 ABSENT OR EXCUSED AND NOT VOTING). SB 2019 was placed on the Sixth order on the calendar. This bill does not affect workforce development.

25.0186.01002
Title.
Fiscal No. 1

Prepared by the Legislative Council
staff for Senate Appropriations -
Education and Environment Division
Committee

February 7, 2025

Sixty-ninth
Legislative Assembly
of North Dakota

PROPOSED AMENDMENTS TO

SENATE BILL NO. 2019

Introduced by

Appropriations Committee

- 1 A BILL for an Act to provide an appropriation for defraying the expenses of the department of
2 career and technical education.

3 BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

- 4 **SECTION 1. APPROPRIATION.** The funds provided in this section, or so much of the funds
5 as may be necessary, are appropriated out of any moneys in the general fund in the state
6 treasury, not otherwise appropriated, and from other funds derived from special funds and
7 federal funds, to the department of career and technical education for the purpose of defraying
8 the expenses of the department of career and technical education, for the biennium beginning
9 July 1, 2025, and ending June 30, 2027, as follows:

| | | Adjustments or | |
|---|------------------------|---------------------|------------------------|
| | <u>Base Level</u> | <u>Enhancements</u> | <u>Appropriation</u> |
| 12 Salaries and wages | \$5,118,145 | \$0 | \$5,118,145 |
| 13 Operating expenses | 3,046,350 | 0 | 3,046,350 |
| 14 Grants | 11,507,349 | 0 | 11,507,349 |
| 15 Grants - secondary | 41,537,780 | 0 | 41,537,780 |
| 16 Marketplace for kids | 300,000 | 0 | 300,000 |
| 17 Science, technology, engineering, and | 100,000 | 0 | 100,000 |
| 18 — mathematics initiative | | | |
| 19 Adult farm management | 1,706,138 | 0 | 1,706,138 |

Sixty-ninth
Legislative Assembly

| | | | | |
|----|---------------------------------------|--------------|--------------|--------------|
| 1 | Workforce training | 2,500,000 | 0 | 2,500,000 |
| 2 | Total all funds | \$65,815,762 | \$0 | \$65,815,762 |
| 3 | Less other funds | 14,500,485 | 0 | 14,500,485 |
| 4 | Total general fund | \$51,315,277 | \$0 | \$51,315,277 |
| 5 | Full-time equivalent positions | 23.50 | 0.00 | 23.50 |
| 6 | Salaries and wages | \$5,118,145 | \$720,245 | \$5,838,390 |
| 7 | New and vacant FTE pool | 0 | 126,203 | 126,203 |
| 8 | Operating expenses | 3,046,350 | 1,399,261 | 4,445,611 |
| 9 | Grants | 11,507,349 | 2,500,000 | 14,007,349 |
| 10 | Grants - secondary | 41,537,780 | 7,000,000 | 48,537,780 |
| 11 | Marketplace for kids | 300,000 | 100,000 | 400,000 |
| 12 | Science, technology, engineering, and | 100,000 | 0 | 100,000 |
| 13 | mathematics initiative | | | |
| 14 | Adult farm management | 1,706,138 | 0 | 1,706,138 |
| 15 | Workforce training | 2,500,000 | 750,000 | 3,250,000 |
| 16 | Total all funds | \$65,815,762 | \$12,595,709 | \$78,411,471 |
| 17 | Less other funds | 14,500,485 | 2,927,524 | 17,428,009 |
| 18 | Total general fund | \$51,315,277 | \$9,668,185 | \$60,983,462 |
| 19 | Full-time equivalent positions | 23.50 | 0.00 | 23.50 |

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO

SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items included in the appropriation in section 1 of this Act which are not included in the entity's base budget for the 2027-29 biennium and which the entity shall report to the appropriations committees of the seventieth legislative assembly regarding the use of this funding:

| | | | | |
|----|-------------------------------------|---------------------|--------------------|--------------|
| 25 | <u>One-Time Funding Description</u> | <u>General Fund</u> | <u>Other Funds</u> | <u>Total</u> |
| 26 | Virtual reality career exploration | \$1,000,000 | \$0 | \$1,000,000 |
| 27 | Total | \$1,000,000 | \$0 | \$1,000,000 |

SECTION 3. NEW AND VACANT FTE POOL - LIMITATION - TRANSFER REQUEST. The

department of career and technical education may not spend funds appropriated in the new and vacant FTE pool line item in section 1 of this Act, but may request the office of management and budget to transfer funds from the new and vacant FTE pool line item to the salaries and wages

1 line item in accordance with the guidelines and reporting provisions included in House Bill
2 No. 1015, as approved by the sixty-ninth legislative assembly.

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4 The workforce training line item in section 1 of this Act includes the sum of \$500,000 from the
5 general fund which the department of career and technical education shall distribute to each
6 eligible organization in the state dedicated to expanding workforce opportunities, training, and
7 education for the purpose of defraying salaries and wages expenses of the organization's
8 employees. The department of career and technical education shall distribute the funding
9 identified in this section as follows:

| | | |
|----|---|-----------|
| 10 | 1. An organization in the northwest region of the state | \$230,000 |
| 11 | 2. An organization in the northeast region of the state | \$40,000 |
| 12 | 3. An organization in the southwest region of the state | \$120,000 |
| 13 | 4. An organization in the southeast region of the state | \$110,000 |

STATEMENT OF PURPOSE OF AMENDMENT:**Senate Bill No. 2019 - Dept. of Career and Technical Education - Senate Action**

| | Base Budget | Senate Changes | Senate Version |
|-------------------------|----------------|-------------------|-------------------|
| Salaries and wages | \$5,118,145 | \$720,245 | \$5,838,390 |
| New and vacant FTE pool | | 126,203 | 126,203 |
| Operating expenses | 3,046,350 | 1,399,261 | 4,445,611 |
| Grants | 11,507,349 | 2,500,000 | 14,007,349 |
| Grants - Secondary | 41,537,780 | 7,000,000 | 48,537,780 |
| Marketplace for kids | 300,000 | 100,000 | 400,000 |
| Adult farm management | 1,706,138 | | 1,706,138 |
| Workforce training | 2,500,000 | 750,000 | 3,250,000 |
| STEM initiative | 100,000 | | 100,000 |
| Total all funds | \$65,815,762 | \$12,595,709 | \$78,411,471 |
| Less estimated income | 14,500,485 | 2,927,524 | 17,428,009 |
| General fund | \$51,315,277 | \$9,668,185 | \$60,983,462 |
| FTE | 23.50 | 0.00 | 23.50 |

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

| | Adds Funding for Salary and Benefit Increases ¹ | Adds Funding to Replace 2023-25 New and Vacant FTE Pool ² | Transfers Funding for 2025-27 New and Vacant FTE Pool ³ | Adjusts Base Level Funding ⁴ | Adds Funding for Cost to Continue CTE Reimbursement Rates ⁵ | Adds Funding for New and Expanding CTE Programs ⁶ |
|-------------------------|---|--|--|--|--|--|
| Salaries and wages | \$357,630 | \$543,726 | (\$180,290) | (\$821) | | |
| New and vacant FTE pool | | | 126,203 | | | |
| Operating expenses | | | | 399,261 | | |
| Grants | | | | 2,500,000 | | |
| Grants - Secondary | | | | | \$4,000,000 | \$3,000,000 |
| Marketplace for kids | | | | | | |
| Adult farm management | | | | | | |
| Workforce training | | | | | | |
| STEM initiative | | | | | | |
| Total all funds | \$357,630 | \$543,726 | (\$54,087) | \$2,898,440 | \$4,000,000 | \$3,000,000 |
| Less estimated income | 24,443 | 18,894 | (3,744) | 2,887,931 | 0 | 0 |
| General fund | \$333,187 | \$524,832 | (\$50,343) | \$10,509 | \$4,000,000 | \$3,000,000 |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| | Adds Funding for Marketplace for Kids ⁷ | Adds Funding for the Workforce Training Program ⁸ | Adds One- Time Funding for Career Exploration ⁹ | Total Senate Changes |
|-------------------------|---|--|---|-------------------------|
| Salaries and wages | | | | \$720,245 |
| New and vacant FTE pool | | | | 126,203 |
| Operating expenses | | | \$1,000,000 | 1,399,261 |
| Grants | | | | 2,500,000 |
| Grants - Secondary | | | | 7,000,000 |
| Marketplace for kids | \$100,000 | | | 100,000 |
| Adult farm management | | | | |
| Workforce training | | \$750,000 | | 750,000 |
| STEM initiative | | | | |
| Total all funds | \$100,000 | \$750,000 | \$1,000,000 | \$12,595,709 |
| Less estimated income | 0 | 0 | 0 | 2,927,524 |
| General fund | \$100,000 | \$750,000 | \$1,000,000 | \$9,668,185 |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 |

¹ The following funding is added for 2025-27 biennium salary adjustments of 3 percent on July 1, 2025, and 3 percent on July 1, 2026, and increases in health insurance premiums from \$1,643 to \$1,893 per month:

| | General Fund | Federal Funds | Total |
|---------------------------|-------------------------|--------------------------|----------------|
| Salary increase | \$198,576 | \$14,927 | \$213,503 |
| Health insurance increase | <u>134,611</u> | <u>9,516</u> | <u>144,127</u> |
| Total | \$333,187 | \$24,443 | \$357,630 |

² Funding is added to replace 2023-25 biennium new and vacant FTE pool funding as follows:

| | General Fund | Federal Funds | Total |
|----------------------|-------------------------|--------------------------|----------------|
| New FTE positions | \$394,874 | \$0 | \$394,874 |
| Vacant FTE positions | <u>129,958</u> | <u>18,894</u> | <u>148,852</u> |
| Total | \$524,832 | \$18,894 | \$543,726 |

³ Funding of \$180,290 for estimated savings from vacant FTE positions is removed and funding of \$126,203 is added for a 2025-27 new and vacant FTE pool line item as follows:

| | General Fund | Federal Funds | Total |
|------------------------|-------------------------|--------------------------|------------------|
| New FTE positions | \$0 | \$0 | \$0 |
| Vacant FTE positions | <u>(167,810)</u> | <u>(12,480)</u> | <u>(180,290)</u> |
| Total | (167,810) | (12,480) | (180,290) |
| Funding pool line item | <u>117,467</u> | <u>8,736</u> | <u>126,203</u> |
| Net savings | (\$50,343) | (\$3,744) | (\$54,087) |

⁴ Base level funding is adjusted as follows:

| | General Fund | Federal Funds | Total |
|--|-------------------------|--------------------------|------------------|
| Adjusts funding for base payroll changes | \$7 | (\$828) | (\$821) |
| Adds funding for operating expenses, primarily related to professional services and fees, travel, information technology costs, and office equipment | 10,502 | 388,759 | 399,261 |
| Adds funding for grants to schools and area career and technical centers for career and technical education programs to provide a total of \$14,007,349 from federal funds | <u>0</u> | <u>2,500,000</u> | <u>2,500,000</u> |
| Total | \$10,509 | \$2,887,931 | \$2,898,440 |

⁵ Funding of \$4 million is added from the general fund for the cost to continue career and technical education reimbursement rates at schools (27 percent) and area career and technical centers (40 percent).

⁶ Funding of \$3 million from the general fund is added for new and expanding secondary career and technical education programs.

⁷ Funding of \$100,000 is added from the general fund for the Marketplace for Kids program to provide a total of \$400,000 from the general fund.

⁸ Funding of \$750,000 is added from the general fund for the workforce training program to provide a total of \$3.25 million from the general fund.

⁹ One-time funding of \$1 million is added from the general fund for virtual reality career exploration hardware and software.

Senate Bill No. 2019 - Other Changes - Senate Action

A section is added regarding the use of funding in the new and vacant FTE pool line item.

2025 HOUSE APPROPRIATIONS

SB 2019

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Prairie Room, State Capitol

SB 2019
3/12/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of career and technical education.

2:30 p.m. Chairman Nathe opened the meeting.

Members present: Chairman Nathe, Vice Chairman Swiontek, Representatives Louser, Hanson, Martinson, Richter and Sanford.

Discussion Topics:

- Compass
- Capital Projects Grant
- Marketplace for Kids

2:30 p.m. Levi Kinnischtzke, Legislative Council, submitted testimony #41131, #41135.

2:35 p.m. Anna Novak, Representative, District 33, presented in favor testimony #41254.

2:38 p.m. Wayde Sick, State Director, Department of Career and Technical Education, (CTE), presented and testified in favor #40634.

3:35 p.m. Sara Vollmer, Dean TrainND, BSC, presented and testified in favor.

3:47 p.m. Marijke Leibel EdD, Assistant Coordinator, ND RISE State Mentoring Program, testified in favor #40612.

3:54 p.m. Hadley Free, Student, testified in favor.

4:02 p.m. Jessica Mehlhoff, Medical Instructor, CATC, testified in favor.

4:07 p.m. Mikayla Lance, Student, St Mary High School, spoke in favor.

4:09 p.m. Bailey Lance, Student, testified in favor.

4:11 p.m. Bailey Binstock, Student, testified in favor #41007.

4:18 p.m. Cale Dunwoody, Vice President, FMWF, testified in favor #40933.

4:20 p.m. Mark Olson, ND resident, testified in favor.

4:26 p.m. Troy Schilling, CEO, WRT, testified in favor.

4:28 p.m. Lyle Krueger, Assistant Director, Central Regional Area CTC, testified in favor #40069.

4:35 p.m. Jeff Fastnacht, Superintendent, BPD, testified in opposition #40562.

Additional written testimony:

#40688, #40085, #40089, #40106, #40107, #40330, #40469, #40472, #40577, #40578, #40596, #40599, #40644, #40713, #40717, #40817, #40941, #40952, #40984, #40997, #41012, #41031.

4:41 p.m. Chairman Nathe adjourned the meeting.

Steven Riehl, Committee Clerk



1929 N Washington St
Suite A
Bismarck, ND 58501
www.cractc.org
701-415-0453

March 10, 2025

Members of the North Dakota House of Representatives Education and Environment Division Appropriations Committee

RE: Support for SB 2019 – Career and Technical Education Appropriations

Dear Chairman Nathe and Members of the House Education & Environment Division Appropriations Committee,

I write to you today in strong support of SB 2019, a bill critical to sustaining and expanding Career and Technical Education (CTE) in North Dakota. CTE equips students with the hands-on learning experiences, industry-aligned skills, and leadership opportunities necessary to meet the demands of our state's workforce. The priorities within SB 2019 represent a strategic investment in North Dakota's future, addressing workforce shortages and preparing our youth to thrive in high-demand, high-wage careers. Below I've highlighted key features within the CTE appropriations request that directly impact our center programming that serves students in 56 different high schools statewide.

Cost to Continue

The Department of Career and Technical Education is requesting \$4 million to maintain reimbursement rates for existing high school CTE programs. These funds are crucial to ensure the sustainability of high-quality programs that have been built to provide students with positive local and regional career and technical educational opportunities in order to better provide them with experiences for future careers and workforce. Our CTE program alone is helping to serve over 800 students, at 56 different high schools throughout North Dakota, resulting in over 1,200 CTE course enrollments (0.5 credit course or more) throughout the 2024-2025 school year. Without this funding, existing high quality programs such as CRACTC that provides the needed access for rural school students may face challenges in continuing to deliver high-quality career and technical education to our students.

New & Expanding Programs

With a request of \$22 million, SB 2019 supports the introduction and expansion of CTE programs across the state not only to provide opportunities to students in the new facilities built through the Capital Projects Program, but also for programs such as CRACTC that is providing access to students regardless of their geographic location or size of school. These funds will enable the development of new programs at high schools and Area Career and Technology Centers such as CRACTC. Notably, this includes the expansion of highly leveraged CRACTC online/hybrid programming into such areas as Agriculture Business and Technology, Aviation Mechanics, Emergency Medical Technician (EMT), Introduction to Artificial Intelligence, and more. By focusing on areas aligned with high-demand occupations identified by the North Dakota Workforce Development Council, these initiatives will equip students with the skills needed to thrive in the modern workforce while also addressing the unique challenges faced by rural communities. These dollars are crucial as many of the new CTE facilities will be accessing these dollars as programming expands and transfers, while allowing CTE Centers such as CRACTC to also provide new opportunities for students in such areas as previously mentioned above.

CTE Capital Projects Program

The one-time funding request of \$56 million for the CTE Capital Projects Program addresses significant gaps in access to Area Career and Technology Centers. While 13 projects were funded in the 2021-23 biennium, many regions remain underserved. This funding will expand the reach of existing centers, including rural regional satellite sites. These sites are particularly critical for providing hands-on training opportunities in rural areas, where the costs of hiring specialized teachers often exceed local budgets or simply are just not available. By sharing resources, utilizing creative delivery

Pat Phillips, Director
Pat_Phillips@bismarckschools.org

Lyle Krueger, Assistant Director
Lyle.Krueger@k12.nd.us

Amy Johnson, Registrar
Amy.A.Johnson@k12.nd.us



1929 N Washington St
Suite A
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methods among multiple districts, and offering programs tailored to the specific needs of local, regional, and/or statewide industries, these satellite sites will ensure that every student, regardless of location, has access to high-quality education and training. Additionally, this approach fosters partnerships with local businesses, creating a direct pipeline from education to employment and helping to attract economic investment in rural communities.

Work-Based Learning

Work-based learning is a cornerstone of effective CTE programming. The \$1.5 million request for Work-Based Learning Coordinators will continue to enhance and expand partnerships between education and industry, providing high school students with invaluable real-world experience. These coordinators have just begun to implement initiatives and strategies to connect students to opportunities that align education with career pathways. Expanding work-based learning ensures that our students graduate with the skills, credentials, and confidence that industry is craving and needs to succeed in North Dakota, National, and/or the international workforce.

Additional Considerations

Investing in CTE programs, including satellite sites in rural areas such as Napoleon, Underwood, Hazen, and Carrington, offers substantial economic and social benefits for North Dakota. As previously mentioned, satellite sites bring educational opportunities closer to rural and underserved areas, fostering local job creation and economic revitalization. These initiatives not only align with statewide economic goals but also leverage existing resources to maximize reach and cost-effectiveness. Moreover, the development and expansion of satellite sites may attract businesses to rural areas, or allow the continuation of businesses in rural communities, by ensuring a readily available skilled workforce. This strategy ensures that North Dakota remains competitive in a rapidly changing economy.

Economically, these investments stimulate local economies, prepare a skilled workforce, and maximize the state's return on investment. Socially and emotionally, they demonstrate pride in local communities and leave a lasting legacy of growth and stability.

SB 2019 represents a forward-thinking approach to workforce development, addressing critical needs in education, industry, and community. The funding priorities outlined—from maintaining existing programs to establishing new opportunities—are essential to preparing North Dakota's students to meet the challenges of tomorrow. I urge you to support SB 2019 and these vital investments in Career and Technical Education. Together, we can ensure that North Dakota remains a leader in workforce readiness and economic growth. Thank you for your dedication and service to our state.

Please feel free to contact me at your convenience if you have any questions you'd like to discuss.

Sincerely,

Lyle P Krueger

Lyle P Krueger

Assistant Director

Central Regional Area Career and Technical Center

Pat Phillips, Director
Pat_Phillips@bismarckschools.org

Lyle Krueger, Assistant Director
Lyle.Krueger@k12.nd.us

Amy Johnson, Registrar
Amy.A.Johnson@k12.nd.us



March 7, 2025

Chair, House Education and Environment Division
600 East Boulevard Avenue
Bismarck, ND 58505

Re: Support for Train ND

Dear Chairman,

Steffes is a lean-operating original equipment manufacturer headquartered in Dickinson, North Dakota, with additional manufacturing facilities in Grand Forks, North Dakota, Shelby, North Carolina, and customer support facilities in Midland, Texas; Casper, Wyoming; and Oklahoma City, Oklahoma. We specialize in steel fabrication and electrical services for a variety of diverse industries, including oil and gas, contract manufacturing and electric thermal storage. We employ over 400 people in the state of North Dakota.

TrainND provides organizational and employee training which would not otherwise occur and allows businesses to develop internal talent and organizational capabilities for hard to find & critical skills. They provide training solutions geared towards the organization's needs while bringing customized training to local communities.

The funding training that we have received from TrainND has been an important aspect in growing our business in Dickinson and Grand Forks as we meet the demands of changes in the manufacturing environment.

As the needs of manufacturing change in the upcoming years with turnover in the workforce and technology changes, funding and training support for technical and organizational training are critical to developing and retaining talent necessary to grow businesses in North Dakota. We support the proposal to expand TrainND to regional offices within the state to provide further training opportunities.

We urge this committee to continue funding and support the expansion of TrainND as presented in NDCTE budget across North Dakota.

Sincerely,

A handwritten signature in blue ink, appearing to read 'Kristal K. Fields', written over a horizontal line.

Kristal K. Fields
Learning and Development Manager
Member of the TrainND Southwest Advisory Board



January 2, 2025

Chair, House Education and Environment Division

600 East Boulevard Avenue

Bismarck, ND 58505

Re: Support for Train ND

Dear Chairman,

The purpose of the letter is to communicate the importance of TrainND and its request for funding and expansion. TrainND serves a critical role in helping the trucking industry train and find workers for this growing industry.

I have had the honor of serving on the TrainND SW advisory board for a year. Through this time, I have seen what an impact this program has had on the workforce shortages and their commitment to upskill workers in the state of North Dakota.

At Farstad Oil we have recruited several CDL drivers from the BSC CDL program. These drivers are now working at our different locations across North Dakota. The high level of skill these new drivers get going thru the BSC program has helped us keep a full roster of drivers even in a demanding labor market. The quality of the students that come out of the program speak to the quality of the program itself. We look to TrainND to assist us in finding good, qualified drivers to meet the needs of our growing business.

TrainND SW has trained over 300 drivers since its inception of the CDL program in 2021. The program continues to expand and offer additional opportunities across the region.

In conclusion, TrainND provides a value benefit for our state and bolsters our workforce by increasing knowledge, skills, and abilities. Farstad Oil supports the TrainND proposal for funding and expansion to help offer additional opportunities across the state.

Sincerely,

A handwritten signature in black ink, appearing to read 'Mark Liebersbach', with a long horizontal line extending to the right.

Mark Liebersbach

Regional Transportation Manager Farstad Oil

TrainND SW CDL Program Advisory Board Member

TrainND SW Advisory Board Member

[Type here]

Fargo, ND
701.280.1200

Minot, ND
701.852.1194

Mandan, ND
701.663.5091

Glendive, MT
406.365.2177



January 6, 2025

North Dakota Legislature
600 E Boulevard
Bismarck, ND 58505-0360

Dear Representatives:

As the CEO of Sioux Manufacturing Corporation in Fort Totten, I am writing in support of TrainND Northeast. TrainND Northeast is a valuable resource, a partner within our community that takes time to understand your business needs and offers flexibility to help you design the training that best suits you. Their delivery is sincere, with understanding and respect of each person.

I have had the opportunity to work with TrainND Northeast over the past two years to provide soft skills training for our employees at Sioux Manufacturing. This investment is beneficial for improving and strengthening our workforce and it helps them in their daily lives. That is a win-win situation.

The best way to describe the value Train ND delivers to Sioux Manufacturing is to share the feedback I received from within:

"The 7A's training was a solid foundation for personal accountability of creating our workplace environment and we discuss the 7A's on the production floor as a tool for mindset improvement. We have built on that with the successive trainings which give our workforce the tools they need for identifying communication issues and better co-worker relationships. Several employees have shared information and tips we have learned from TrainND classes at home with their families to help them improve their own school/work-life balance."

"I truly enjoyed this training. I would like to give my appreciation for the refresher and new teachings."

We look forward to our continued partnership with TrainND in 2025. We are truly blessed to have them as a resource and partner in our community.

Thank you for allowing me to offer this letter of support for TrainND Northeast. We appreciate your continued support of TrainND Northeast.

Sincerely,

A handwritten signature in dark ink, appearing to read "Lori Brown", written in a cursive style.

Lori Brown, CEO
Sioux Manufacturing Corporation
1115 Dakotah Drive
Fort Totten, ND 58335



January 2nd, 2025

North Dakota Legislature
600 E Boulevard
Bismarck, ND 58505-0360

Dear Representatives:

I am writing to offer my support for TrainND and its exceptional training services. Over the past three years, the leadership team at Retrax in Grand Forks, ND (part of RealTruck) has had the privilege of partnering with TrainND to deliver several impactful leadership development courses.

TrainND has consistently provided high-quality training solutions tailored to meet the needs of our diverse workforce. Retrax has benefited from a variety of their offerings, including training on managing difficult conversations and emotional intelligence. We are excited to continue collaborating with TrainND on additional training opportunities to support the ongoing growth and development of our employees.

Throughout our partnership, we have been consistently impressed by TrainND's professionalism and their commitment to excellence. Their team is always responsive, respectful, and highly prepared for each session. Furthermore, they take the initiative to recommend relevant training options and remain proactive in staying ahead of emerging trends and workforce needs.

In conclusion, TrainND has proven to be an invaluable partner in advancing the development of our team, and I am confident that their continued support will benefit other businesses and individuals in North Dakota.

Thank you for considering this letter of support for TrainND. I am happy to provide further details or discuss our experience with their services at your convenience.

Sincerely,
Logan Kier

A handwritten signature in black ink that reads 'Logan Kier' in a cursive script.

HR Business Partner - Manager
Logan.Kier@realtruck.com



Chair, House Education and Environment Division
March 10, 2025

Regarding support for SB2019

Dear Chairman Nathe and Members of the House Education & Environment Division Appropriations Committee,

My name is Patrick Mineer, the CEO and Founder of Golden Path Solutions, a corporation based in Fargo, ND. **I am submitting this testimony in support of SB2019**, supporting the ND Department of Career & Technical Education and their efforts to prepare our students for their future.

Through our work across the state of North Dakota CTE teachers, work-based learning coordinators, career advisors, counselors, and administrators, we have seen firsthand how incredibly important CTE is to the development of North Dakota's workforce, and ultimately to the North Dakota economy and future success. Career & Technical Education touches literally every career, from construction to manufacturing to engineering to healthcare to education to computer science. Not one career that is important for North Dakota's future workforce is not touched in some way by CTE.

But CTE doesn't only happen in the classroom or in school buildings. CTE delivers valuable experiences to students outside of the classroom, whether it be with Career & Technical Student Organizations like DECA, TSA, or SkillsUSA, or through work-based learning (WBL) experiences that connect students to employers for high school experiences that can lead to future careers. WBL is becoming so important to the future of education that ACTE has created a division focused solely on work-based learning nationwide. North Dakota is leading the charge when it comes to the systematic support of WBL through WBL coordinators, systems like ours and RUReady.ND.gov to help manage WBL processes, and training across the state for both educators, students, and employers on the value of WBL.

In supporting this bill, I hope you will also consider the incremental funding ask to keep this momentum going, allowing for incremental WBL coordinators on top of what was added in the last legislative session. These WBL coordinators are on the front line of workforce development. Investing in these positions will help this program and ND CTE deliver on the goal all of us are striving for – developing a future workforce that will take North Dakota into the future.

I urge you to support SB2019 and provide incremental investment that if spent on today's youth will help drive the economic success of our state in the years to come.

Patrick Mineer
CEO & Founder
Golden Path Solutions
patrick@goldenpath.net
701-866-2620
www.goldenpath.net
Fargo, ND



BOBCAT COMPANY
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Gwinner, ND 58040-0128
www.bobcat.com

March 11, 2025

Dear Chairman, Nathe and House Appropriations Committee Members,

I hope this letter finds you well. As we approach the upcoming legislative session, I am writing to request your support for TrainND's funding proposal. This year, TrainND seeks legislative funding to establish four sales positions, one for each quadrant of North Dakota. This initiative aims to enhance the promotion of our services and expand our presence across the state.

TrainND is North Dakota's most comprehensive and inclusive training network. Our diverse courses and training programs cater to a wide range of industries and organizations, providing a single point of contact for all training needs. TrainND's mission is to deliver high-quality training that meets the evolving demands of businesses and individuals in every region.

The Southeast TrainND division serves 15 counties in the southeast corner of North Dakota. One significant opportunity identified by all four TrainND directors is the need to extend our training footprint to smaller metropolitan areas. By doing so, we can offer the same high-quality training opportunities available in larger metros to these smaller communities.

We believe that the addition of dedicated sales positions serving each quadrant will be instrumental in promoting our training programs and addressing the specific training needs of businesses and individuals in these regions. These roles will help us reach more communities, ensuring that all North Dakotans have access to the training resources they need to succeed.

Your support for this funding request will enable TrainND to continue its mission of providing essential training services across the state. We are confident that this initiative will have a positive impact on workforce development and economic growth in North Dakota.

Thank you for considering our request. We look forward to your support in the upcoming legislative session.

Sincerely,

Steven Morlock

Mfg. Learning and Development Manager
Doosan Bobcat North America



801 Main Avenue, Suite 201
Moorhead, MN 56560
218-291-2230 | fax: 218-477-3250

March 10, 2025

Dear Chairman Nathe and House Appropriations Committee Members,

The purpose of this letter is to express support for the funding of the TrainND sales position throughout the four quadrants.

The TrainND sales position will benefit the entire state of North Dakota by ensuring adequate support is given to TrainND to assist in the training needs of their respective regions. Providing TrainND with the funds for this position will ensure adequate training opportunities are offered in all areas of the state for training the workforce that is needed to stimulate the economy. The additional training that this position could offer would impact employers in a range of industries including accounting, agriculture, business, dental, management, marketing, sales, nursing and other healthcare professions.

TrainND is the state's most comprehensive and inclusive training network and their courses and training meet the diverse needs of all the industries in each region. However, the support of an additional sales person for each quadrant, would only increase the potential opportunities for each region to meet the demands and needs for training that employers are seeking. As the current Advisory Board Chair of the SouthEast TrainND quadrant, as well as my role as the Chief People Officer at Eventide Senior Living, I have seen the benefit of the training provided by TrainND and strongly believe that through this position, even more customized training could be offered in all areas of the state.

TrainND's vision to use this this additional position to ensure that trainings are offered in not only the larger metropolitan areas but also in our smaller rural areas will have a substantial impact on ensuring that the workforce and employers have options to provide additional training to their teams.

This funding will provide excellent opportunities for additional workforce development and training and would support employer success, foster community partnerships and strengthen the workforce in the state of North Dakota.

Thank you for your consideration,

A handwritten signature in black ink, appearing to read "Kayla Linn", with a stylized flourish at the end.

Kayla Linn
Chief People Officer
Eventide Senior Living

1 **Testimony on SB 2019 – CTE Budget**

2 **Dr. Jeff Fastnacht, Superintendent, Bismarck Public Schools**

3 Chairperson and members of the committee, thank you for the opportunity to
4 speak today. I am here in opposition to SB 2019 as amended in the Senate.

5 For those who may not know me, I am Dr. Jeff Fastnacht, Superintendent of
6 Bismarck Public Schools. I have served as a Superintendent in North Dakota for
7 nearly 25 years and had the privilege of serving on the North Dakota Career &
8 Technical Education Board from 2018 to 2022, including as its President. During
9 that time, I helped lead the board in distributing Capital Project Grant Funds to
10 create the most advanced CTE educational opportunities in the country.

11 **The Impact of Capital Projects Funding**

12 This funding has enabled communities across North Dakota—including Dickinson,
13 Watford City, Mandan, Jamestown, Grand Forks, and Bismarck—to construct
14 state-of-the-art career education facilities. These projects were built with the
15 understanding that once the facilities were in place, operational funding to
16 support qualified educators, equipment, and supplies would follow.

17 That is why I am here today.

18 **Bismarck's Commitment to CTE Growth**

19 Bismarck Public Schools is in the process of constructing a **new Career Academy**
20 **at Silver Ranch**, which will provide advanced training in construction, HVAC,
21 electrical, plumbing, agriculture, and, in the future, commercial equipment
22 operation and precision agriculture. These programs will launch in the fall of
23 2025.

24 Beyond this, BPS has taken a **leadership role in establishing the Central Region**
25 **Area Career & Technical Center (CRACTC)**. While many assume that Bismarck
26 already operates a CTE center, our existing Career Academy has primarily served
27 BPS students. The surrounding communities—stretching from Garrison to Steele
28 to Linton—have lacked a true regional CTE center. That changed last fall when
29 BPS partnered with these districts to formally establish the CRACTC, expanding
30 CTE opportunities throughout the region.

This expansion—both within BPS and through CRACTC—requires **investment in the New & Expanding Program funding within the NDCTE budget.**

A Funding Shortfall for New CTE Programs

The new and expanding programs funding in the current budget is will not address the increasing programs in Bismarck or other new CTE Centers. Schools have built the facilities and launched programs, yet now, the critical funding needed to launch or sustain these efforts **is absent.** Please reinstate funding to meet the needs of these new programs.

The Need to Expand CTE to Middle Schools

For decades, NDCTE funding has been restricted to high school programs. But ask yourself—**when do students discover their passion for their future careers?** The answer is not in high school; it should be much earlier.

That is why BPS and CRACTC are pioneering a **first-in-the-nation middle school CTE model** at the Hughes Education Center. This initiative will provide every 6th, 7th, and 8th-grade student the opportunity to explore all six career clusters—helping them discover their interests early and setting them on a focused path through high school.

Despite the significance of this initiative, **BPS is funding it without any support from NDCTE.**

A Call for Targeted Investment

The Bismarck Career Academy became the model that inspired communities across North Dakota to develop similar programs. We are prepared to lead again—this time in middle school CTE education.

However, leadership requires investment. I urge you to consider **targeted New & Expanding funding** to support this middle school model. This is an opportunity for North Dakota to once again be a leader in innovative career education, ensuring that students engage in hands-on learning **before** they reach high school.

Thank you for your time and consideration. I appreciate your support in making this vision a reality.

Written Testimony in Support of ND SB 2019

Submitted by: Keniz Brown

Title: Director, Williston Basin Career and Technical Education (CTE)

Date: March 11th, 2025

Members of the Committee,

I am writing to express my strong support for ND SB 2019, which is crucial in sustaining and expanding the impact of CTE programs across North Dakota, particularly in our growing Williston Basin region.

As Director of the Williston Basin CTE, I have witnessed firsthand how the demand for skilled education and workforce development continues to rise alongside our expanding population. Our enrollment numbers and projections, as detailed in the attached spreadsheet, demonstrate the increasing need for funding and resources to meet student and industry demands.

CTE programs are vital in equipping students with hands-on skills that directly translate to workforce readiness, supporting not only individual success but also regional economic growth. The continued investment in CTE ensures that North Dakota remains competitive in attracting and retaining skilled professionals in high-demand industries. We built a beautiful new center, but need to receive the resources to keep it operating and functioning to its full potential.

I urge the committee to support SB 2019 and provide the necessary funding to sustain and grow these essential programs. Thank you for your time and consideration.

Sincerely,

Kenzi Brown

Director, Williston Basin CTE

| | | | | |
|-----|----------------------------|---------------------|---------------------|--------------------------------|
| 128 | | | | |
| 129 | | <u>20-21</u> | <u>24-25</u> | <u>25-26 *Projected</u> |
| 130 | AG EDUCATION | 67 | 411 | 438 |
| 131 | | | | |
| 132 | BUSINESS | 478 | 627 | 822 |
| 133 | | | | |
| 134 | MARKETING | 12 | 208 | 266 |
| 135 | | | | |
| 136 | FACS DEPT | 508 | 564 | 769 |
| 137 | | | | |
| 138 | HEALTH SCIENCES | 157 | 292 | 670 |
| 139 | | | | |
| 140 | BUILDING AND TRADES | 196 | 369 | 598.5 |
| 141 | | | | |
| 142 | AUTO TECH | 59 | 60 | 78 |
| 143 | | | | |
| 144 | OIL & GAS | 129 | 0 | 0 |
| 145 | | | | |
| 146 | IT | 140 | 0 | 0 |
| 147 | | | | |
| 148 | DUAL CREDIT-CTE | 0 | 0 | 436 |
| 149 | | | | |
| 150 | Total | 1746 | 2531 | 4077.5 |
| 151 | | | 45% | 61% |

SOUTHEAST REGION

Career & Technology Center

Central Office/Billing

2101 9TH ST N
WAHPETON ND 58075-3015
PHONE (701) 642-8701

924 7TH ST S
OAKES ND 58474-2126
PHONE (701) 742-3248

March 11th, 2025

Chairman Nathe and Members of the House Appropriations – Education and Environment Division:

Good morning. Thank you for the opportunity to provide testimony today. I appreciate the time and commitment you dedicate to ensuring the needs of North Dakota are met. One of the most pressing challenges facing our state is addressing workforce shortages, and Career and Technical Education (CTE) plays a critical role in strengthening North Dakota's workforce pipeline.

CTE's mission is to equip students with career awareness, hands-on learning experiences, connections to post-secondary education, opportunities to obtain industry-recognized credentials, and access to work-based learning experiences in collaboration with business and industry. CTE has been — and will continue to be — an essential component of our educational system, preparing students to be *Choice Ready* and *Life Ready*. I firmly believe that CTE remains one of our state's most powerful tools in engaging, retaining, and preparing North Dakota's youth to fill the high-demand workforce needs that exist today and in the future.

As the Director of the Southeast Region Career & Technology Center (SRCTC), I am submitting written testimony in support of SB2019. Your continued support of this funding request is critical to the long-term sustainability and growth of Career and Technical Education across the state. The appropriation outlined in SB2019 will provide essential funding for maintaining existing programs, supporting workforce training, and funding new and expanding CTE programs.

Over the past two years, we have witnessed significant growth in the number of new CTE Centers across the state — a direct result of the Legislature's previous investment in area career and technology centers. This investment has allowed for the expansion of CTE opportunities, ensuring that students across North Dakota, including rural communities, have access to high-quality career and technical education. However, I am increasingly concerned that the current funding level approved by the Senate does not reflect the financial needs necessary to get these new centers operational and fully staffed. The initial request from the State CTE office was for \$20 million to support new and expanding programs; however, the Senate amended that appropriation down to \$3 million. This reduction in funding significantly limits our ability to help these newly approved CTE Centers become fully operational. Without adequate funding from the State CTE Board, several new centers will struggle to open their doors or maintain consistent staffing.

As an example, our CTE Center in Wahpeton is celebrating its 52nd year of service, providing hands-on career education to over 1,700 students in southeast North Dakota annually. Our center operates in collaboration with 15 member school districts, offering high-quality career and technical training in fields such as Agriculture Education, Automotive Technology, Career Development and Counseling Services, Chef Training, Construction Technology, Diesel Technology, Emergency Medical Technician (EMT) Training, Marketing, Medical Science and Health Careers, Patient Care Technician, and Welding Technology. Our work has provided a direct pipeline of skilled, workforce-ready students to North Dakota's industries, helping to fill critical employment gaps.

It is important to note that the cost of delivering CTE programming is significantly higher than that of traditional educational offerings due to the need for specialized instructors, high-cost training equipment, industry-standard certifications, and work-based learning partnerships. Additionally, the ongoing operational costs associated with launching and sustaining new CTE programs place a substantial financial burden on centers like ours. Without appropriate funding support through the New and Expanding Programs line item, we risk limiting access to CTE and failing to capitalize on the momentum created by the recent expansion of CTE centers across the state.

*Educational Opportunities
Through Cooperation and Technology*



SOUTHEAST REGION

Career & Technology Center

Central Office/Billing

2101 9TH ST N
WAHPETON ND 58075-3015
PHONE (701) 642-8701

924 7TH ST S
OAKES ND 58474-2126
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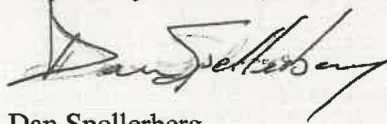
In 2021, the North Dakota Legislature demonstrated bold leadership by investing in the development of new CTE Centers across the state. This decision has already yielded positive results by increasing student access to CTE and addressing workforce shortages in key industries. However, the value of that investment will not be fully realized without the necessary operational funding to ensure those new centers are adequately staffed, resourced, and fully functional. The State CTE office originally requested \$20 million in the New and Expanding line item to ensure these centers could open and operate effectively. Unfortunately, the current Senate-approved a version of SB2019 that reduces the funding to \$3 million, which will leave many centers unable to fulfill their intended purpose. I urge you to fully fund the New and Expanding Programs line item to allow these centers to serve North Dakota students and employers effectively.

Investing in CTE is a direct investment in North Dakota's workforce and future economic stability. With over 18,000 job openings across the state, now is not the time to slow down the momentum that has been created through the expansion of CTE centers. The continuation of sustainable funding through SB2019 will help ensure that CTE remains a driving force in workforce development and talent retention across North Dakota.

As a member of the 69th Legislative Assembly, you have the opportunity to strengthen North Dakota's future workforce by fully supporting SB2019, specifically by restoring the \$20 million request for the New and Expanding line item. This funding is critical to ensuring that newly approved CTE Centers have the financial support needed to open their doors, hire high-quality instructors, and serve students across the state.

Thank you for your time, consideration, and ongoing commitment to investing in Career and Technical Education. I am happy to answer any questions or provide further clarification regarding the importance of this funding request. I respectfully urge your support of SB2019 and a restoration of funds to the New and Expanding line item to ensure that CTE continues to meet North Dakota's workforce needs both now and in the future.

Respectfully Submitted,



Dan Spellerberg
CTE Director
Southeast Region Career & Technology Center





March 11, 2025

Chairman Nathe and Members of the House Appropriations – Education and Environment Division:

My name is Matt Chaussee, and I am the CEO of CareerViewXR (by Be More Colorful). We're a North Dakota-based business who is working to help retain our state's students, while simultaneously supporting industries within the state in their efforts to attract workers to North Dakota.

As part of that work, we are also driving a major statewide workforce initiative to promote career awareness, using virtual reality to expose ND students to ND career pathways. We have spent the last two years driving adoption of the CareerViewXR platform and growing a broad base of support for an industry-funded model, through a strong public-private partnership approach that connects education and industry.

We've observed very promising results, with a rapidly growing list of industry and education partners like North American Coal, Sanford, ND Dental Foundation, CTE, DPI, and multiple Higher Education institutions, all willing to provide either a programmatic commitment, financial support, or both, to ensure CareerViewXR remains accessible to middle and high schools across the state.

A critical component for building a successful public-private partnership model is the state's willingness to match the financial commitments we secure from the private sector. By supporting CTE's request for expansion of immersive media programming, you are supporting talent pipeline development that instills confidence in our industry partners by ensuring every North Dakota student, early in their education, can experience the amazing career opportunities available on their horizon, right here in North Dakota.

I want to underscore that our organization is not requesting support from the state to sustain what is already in place. We have successfully deployed CareerViewXR in middle and high schools throughout North Dakota and we understand that it is our responsibility to maintain that access through demand, driven by partnerships between industry and education leaders across the state. This testimony is offered in support of CTE's budget request to expand immersive media programming to elementary schools, meeting a longstanding, and yet woefully unfulfilled, need for earlier and more diverse career exploration.

The letters of support that follow clearly demonstrate the importance of expanded support for this initiative to provide immersive career exploration across all grades. Your support will boost confidence in the private sector, allowing us to continue growing the momentum needed to build a successful industry-funded model that ensures sustainability, supported by meaningful connections between education and industry.

Please do not hesitate to contact me with any questions. I look forward to sharing the impact of our efforts and our goals to continue supporting North Dakota's workforce development needs for many years to come.

Sincerely,

A handwritten signature in black ink, appearing to read "Matt Chaussee", with a long horizontal flourish extending to the right.

Matthew Chaussee

CEO/ Co-Founder

CareerViewXR (by Be More Colorful, LLC)

matt@bemorecolorful.com



January 10, 2025

Dear Mr. Chaussee, *Matthew*

On behalf of NACCO Natural Resources, I am writing to express our support for CareerViewXR and the critical role it plays in building a skilled and prepared workforce for North Dakota's future. As one of the state's leading companies in natural resources and energy solutions, we know firsthand how important it is to provide students with meaningful career awareness and exploration opportunities that align with real-world industry needs.

CareerViewXR is a powerful tool for introducing students to the diverse and meaningful career pathways available in our state. By providing immersive and engaging experiences, the platform not only educates students about career options but also inspires them to envision their future here in North Dakota. We strongly believe that early exposure to career pathways is a game-changer, not only for our students but for industries like ours that depend on a strong pipeline of talent. By supporting this initiative, the state would empower students to begin their career journeys earlier, aligning their education with future workforce needs and ensuring North Dakota remains competitive in retaining and attracting talent.

At NACCO, we recognize the importance of public-sector involvement in ensuring the program's long-term success and sustainability. While we are proud to contribute as an industry partner, a strong partnership between private industry and the state is essential for maximizing the impact of CareerViewXR. This collaboration would help provide broader access to career exploration tools, enabling students from all corners of North Dakota to discover the opportunities that await them in key industries like energy and mining.

We are particularly encouraged by the proposal to expand CareerViewXR to elementary schools, which would introduce career exploration at a formative stage. Providing students with early, diverse exposure to career options lays the foundation for informed decision-making and helps build a workforce that is better prepared to meet the challenges of tomorrow. Programs like CareerViewXR are vital not only for preparing students but also for addressing the workforce needs of North Dakota's most critical industries.

We look forward to collaborating with you and other stakeholders to advance this initiative and ensure it continues to benefit students, schools, and industries across the state.

Thank you for your vision and dedication to North Dakota's future workforce.

Sincerely,

A handwritten signature in blue ink, appearing to read 'David Straley', with a long horizontal flourish extending to the right.

David Straley
VP, External Affairs
NACCO Natural Resources

NACCO Natural Resources
5340 Legacy Drive, Suite 300
Plano, TX 75024
972.448.5400
nacco.com





DEPARTMENT OF CAREER AND TECHNICAL EDUCATION

State Capitol, 15th Floor, 600 East Boulevard Ave., Dept. 270, Bismarck, ND 58505-0610
701-328-3180 www.cte.nd.gov cte@nd.gov

To Our Valued Industry Supporters:

The North Dakota Department of Career and Technical Education (NDCTE) is dedicated to ensuring that every student in our state has access to meaningful career pathways and the resources needed to succeed. In partnership with schools, educators, and industry leaders, we have worked to align educational opportunities with workforce needs to address the growing demand for skilled talent across North Dakota.

Currently, career exploration in North Dakota is supported by solutions integrated with RUReadyND, the statewide system for college and career readiness. These tools include immersive technologies that allow students to explore careers aligned with our state's most critical industries. The availability of North Dakota-specific content through platforms like CareerViewXR has provided students with unique opportunities to virtually engage with career pathways in industries such as healthcare, energy, and manufacturing. This resource is currently accessible to middle and high schools statewide through June 30, 2025, but needs your support to continue.

Your support as an industry partner would both sustain and expand these efforts. By investing in these initiatives, you can provide ongoing access for our secondary students, help drive the development of educator-facing resources to strengthen connections between education and industry and demonstrate private sector support that justifies our requested expansion of immersive career exploration into the elementary school level. Your support enables us to provide earlier and more diverse career awareness opportunities to help build your talent pipeline.

NDCTE remains committed to supporting these efforts by promoting the inclusion of immersive technologies in curriculum and providing professional development for educators. These efforts ensure the tools are used effectively, to support students for a Choice Ready future, equipped with the awareness, knowledge, confidence, and skills needed for success in their chosen paths. This is not just about preparing students for high school graduation, it is about creating a continuous journey from elementary through postsecondary education, crafting a well-prepared workforce, ready to support your needs.

The impact of your partnership would be profound. By supporting these immersive career exploration tools and their integration into schools, you are not only investing in education but also in the future of your industry within our state. Together, we can ensure that North Dakota's students are prepared to meet your industry's challenges and opportunities of tomorrow.

Thank you for considering how your support can strengthen these initiatives. Please feel free to contact me to discuss how we can work together to build a stronger, more connected future for education and industry in North Dakota.

Sincerely,

A handwritten signature in dark ink, appearing to read "Wayde Sick", is written over a light blue horizontal line.

Wayde Sick
State Director and Executive Officer

Kirsten Baesler
State Superintendent

Dr. Donna Fishbeck
Chief of Staff

Laurie Matzke
Assistant Superintendent



600 E. Boulevard Ave, Dept. 201
Bismarck, ND 58501-0440

Phone: (701) 328-2260
Fax: (701) 328-2461

nd.gov/dpi

December 31, 2024

To Our Education and Workforce Industry Champions,

As the State Superintendent of Public Instruction for North Dakota, I am deeply committed to ensuring that our education system prepares students for meaningful, skills-based careers that meet the evolving demands of industries across the state. To achieve this goal, we must continue to invest in tools and partnerships that make career exploration accessible, relevant, and impactful for students.

One innovative example of this work has been the development of immersive career exploration technologies, including platforms like CareerViewXR that feature authentic North Dakota-focused content. These tools have allowed students to step virtually into industries vital to our state's economy, from advanced manufacturing to healthcare to energy and more, providing them with a firsthand understanding of the opportunities that exist right here in North Dakota. With over 90 immersive experiences created—many of which highlight the unique career pathways within our state—these platforms inspire students to envision their future while addressing critical workforce needs.

My commitment extends to expanding the use of these platforms to include elementary students, ensuring that career exploration becomes a foundational part of every student's educational journey. By introducing immersive technologies at an earlier stage, we can ignite curiosity and build a stronger pipeline of talent equipped to meet the demands of tomorrow's workforce.

This effort aligns closely with our Choice Ready initiative, which ensures that every student graduates equipped with the skills, knowledge, and confidence needed to succeed in their chosen path, whether that be higher education, technical training, military service, or direct entry into the workforce. Choice Ready is not just a high school goal—it is a journey that begins in elementary school and continues throughout a student's K-12 experience. Partnerships like that career awareness are essential to embedding career exploration into the curriculum at every level, making it an integral part of preparing our students for the future.

Sustaining and expanding access to these resources requires collaboration. Industry partnerships are key to ensuring that schools have the support needed to adopt and effectively utilize such tools. By investing in these initiatives, you can directly contribute to the development of a well-prepared workforce that aligns with your industry's needs. Your support will also help create new North Dakota-specific content, ensuring that students gain exposure to careers that are both attainable and essential to our state's expanding economy.

The Department of Public Instruction is committed to supporting professional development efforts to help educators effectively integrate these tools into their classrooms. We are also working to encourage the inclusion of immersive technologies in school curricula, ensuring that educators are empowered to deliver innovative and impactful learning experiences. These efforts will not only enhance the adoption of such platforms but also ensure their long-term sustainability and relevance in our schools.

ND Center for Distance
Education
Fargo, ND
(701) 298-4830

ND School for the Deaf /
RCDHH
Devils Lake, ND
(701) 665-4400

ND State Library
Bismarck, ND
(701) 328-2492

ND Vision Services /
School for the Blind
Grand Forks, ND
(701) 795-2700

Kirsten Baesler
State Superintendent

Dr. Donna Fishbeck
Chief of Staff

Laurie Matzke
Assistant Superintendent



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

600 E. Boulevard Ave, Dept. 201
Bismarck, ND 58501-0440

Phone: (701) 328-2260
Fax: (701) 328-2461

nd.gov/dpi

This technology makes a difference. Students are not only gaining awareness of potential careers but are also becoming better equipped to make informed decisions about their futures. With your involvement, we can ensure that every K-12 school in North Dakota—and even our colleges and universities—has the opportunity to benefit from these innovative solutions.

North Dakota's schools operate in an environment that prioritizes flexibility and choice, empowering educators to select tools that best meet their needs. The impact of platforms that offer localized, immersive career content cannot be overstated. By partnering with this initiative, you help to bridge the gap between education and industry, creating opportunities for students while addressing the workforce challenges that impact us all.

Your support is not just an investment in technology; it is an investment in the future of North Dakota. By contributing to initiatives that connect students with real-world career opportunities, you will help build a stronger, more resilient talent pipeline that benefits schools, students, and industries statewide. Together, we can ensure that North Dakota remains a leader in workforce readiness and innovation.

Thank you for considering how you can play a role in this important work. I invite you to reach out if you would like to explore how your partnership can support the creation and deployment of tools that prepare students for a bright future here in North Dakota.

Sincerely,

Kirsten Baesler
State Superintendent

ND Center for Distance
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(701) 298-4830

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ND Vision Services /
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Grand Forks, ND
(701) 795-2700

26 December 2024

To Whom It May Concern,

On behalf of Bismarck State College, I am writing to express our enthusiastic support for CareerViewXR and its transformative approach to career awareness and workforce development in North Dakota. CareerViewXR's immersive platform aligns perfectly with BSC's mission of creating student success through public and private partnerships in service to the region as North Dakota's Polytechnic Institution.

At Bismarck State College, we are committed to ensuring your investment in the CareerViewXR platform will result in meaningful connections to help recruit into your industry and support the growth of your future talent pipeline. By supporting our access to the platform, you are enabling us to connect directly with K-12 schools within our region and across the state, helping them implement this critically important tool within their curriculum to help ensure every North Dakota student, upon graduation, is Choice Ready.

Additionally, by supporting our access to CareerViewXR, you are providing our institution with an opportunity to engage with your future workforce through exciting educational outreach initiatives, including:

- Serving as a hub for career exploration, fostering stronger connections between students and local employers.
- Aligning students to our polytechnic programming within high-demand fields featured in the CareerViewXR content library, ensuring BSC's responsiveness to workforce needs.
- Creating a greater student awareness of high-demand industries and career options within the region.

Two unique benefits of this partnership for Bismarck State College include:

1. Supporting BSC's Pillar program of Healthcare by using CareerViewXR's healthcare-focused content to connect students with local healthcare systems, supporting both their professional aspirations and the state's critical workforce needs.
2. Supporting BSC's Pillar program of Energy and Manufacturing by allowing students to recognize and understand the various careers in energy and advanced manufacturing

through CareerViewXR, which aligns directly with North Dakota's economic priorities and BSC's Polytechnic programming.

For many years, we have known that providing students with earlier and more diverse opportunities for career exploration is a critically important yet insufficiently addressed component of developing a productive and engaged workforce. CareerViewXR provides this essential missing piece of the puzzle, providing career awareness opportunities that help us ensure we are admitting and educating students who are best aligned with our programs.

Your support of this initiative helps us to help you by creating graduates who have the skills and confidence needed to succeed in the workforce and, more importantly, feel fulfilled with their chosen career path.

We are proud to support CareerViewXR and strongly encourage you to support the statewide deployment of the platform by committing to an industry partnership. We look forward to ensuring your investment will have a long-lasting impact on our students, your industry, and the communities we serve together.

Sincerely,



Daniel Leingang, Ph.D.
Vice President for Academic Affairs
Bismarck State College
Daniel.Leingang@bismarckstate.edu
701.224.5525



January 2, 2025

To Whom It May Concern,

On behalf of North Dakota State College of Science (NDSCS), I am writing to express our enthusiastic support for CareerViewXR and its transformative approach to career awareness and workforce development in North Dakota. CareerViewXR's immersive platform aligns perfectly with our mission of NDSCS: The Science of Learning by Doing. The CVXR's approach to career exploration directly supports our mission in creating opportunities for people to have an immersive experience to amazing careers that we offer at our Institution.

At North Dakota State College of Science, we are committed to ensuring your investment in the CareerViewXR platform will result in meaningful connections to help recruit into your industry and support the growth of your future talent pipeline. By supporting our access to the platform, you are enabling us to connect directly with K-12 schools within our region and across the state, helping them implement this critically important tool within their curriculum to help ensure every North Dakota student, upon graduation, is Choice Ready.

Additionally, by supporting our access to CareerViewXR, you are providing our institution with an opportunity to engage with your future workforce through exciting educational outreach initiatives including:

1. Industry Awareness Programs

NDSCS can launch industry awareness programs to highlight high-demand industries and the career opportunities they offer. These programs can include guest lectures, site visits, and industry-specific workshops led by professionals in fields such as construction, technology, healthcare, manufacturing, and renewable energy. By exposing students to cutting-edge technologies and innovations, NDSCS can inspire them to pursue careers in these growing sectors. Additionally, collaboration with industry partners can lead to the development of specialized training programs and certifications that align with current workforce needs, ensuring that graduates are well-prepared for the job market.

2. Accessible and Inclusive Learning Opportunities

CareerViewXR's platform makes career exploration accessible to all students and career seekers, regardless of their physical location or learning style. By providing access to virtual job tours and interactive experiences through any internet-connected device, including VR headsets, CareerViewXR ensures that students from various backgrounds and abilities can participate in meaningful career exploration activities. This inclusivity supports NDSCS's mission of empowering student success and delivering comprehensive technical education. Additionally, the high-interaction, engaging experiences offered by CareerViewXR help to bridge the gap between education and industry, allowing students to visualize themselves in different career roles and understand the skills and competencies required, thus enhancing their readiness for the workforce.

Two unique benefits of this partnership for North Dakota State College of Science include:

1. Career Exploration Hub

NDSCS can establish itself as a premier career exploration hub for southeast North Dakota by organizing regular career fairs, industry panels, and hands-on workshops. These events can bring together students, local employers, and industry experts to provide students with direct insights into various career paths. Additionally, NDSCS can expand their career counseling services, resume-building workshops, and mock interviews to better prepare students for the workforce. By continuing to strengthen partnerships with businesses and industries, NDSCS can ensure students have access to internships, apprenticeships, and job shadowing opportunities, giving them real-world experience in their chosen fields.

2. CareerViewXR Platform

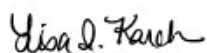
NDSCS can leverage CareerViewXR, an immersive career exploration platform, to broaden students' awareness of high-demand industries and career options that are offered at our Institution. By integrating CareerViewXR into the curriculum, educators can take students on virtual tours of various workplaces, from advanced manufacturing facilities to healthcare centers. This platform allows students to experience a day in the life of professionals in different fields, helping them make informed career choices earlier that could save students time and money in the end. CareerViewXR can also be used during career fairs and outreach events to showcase unique job sites and provide interactive, engaging experiences for prospective students and career seekers.

We have known for many years that providing students with earlier and more diverse opportunities for career exploration is a critically important, yet insufficiently addressed, component for developing a productive and engaged workforce. CareerViewXR provides this essential missing piece of the puzzle, providing career awareness opportunities that help us ensure we are admitting and educating students who are best aligned with our programs.

Your support of this initiative helps us to help you, by creating graduates who have the skills and confidence needed to succeed in the workforce and more importantly, feel fulfilled with their chosen career path.

We are proud to support CareerViewXR and strongly encourage you to support the statewide deployment of the platform by committing to an industry partnership. We look forward to ensuring your investment will have a long-lasting impact on our students, your industry, and the communities we serve together.

Sincerely,



Executive Vice President of Academic Affairs
North Dakota State College of Science
p: 701-671-2112 e: lisa.karch@ndscs.edu

January 6, 2025

To Whom It May Concern,

On behalf of Lake Region State College, I am writing to express our enthusiastic support for CareerViewXR and its transformative approach to career awareness and workforce development in North Dakota. CareerViewXR's immersive platform aligns perfectly with LRSC's mission: Enhance lives and community vitality through quality education. CVXR reveals in-demand career opportunities in a variety of industries within the state, and more importantly, the Lake Region area, strengthening community vitality.

Additionally, by supporting our access to CareerViewXR, you are providing our institution with an opportunity to engage with your future workforce through exciting educational outreach initiatives including:

- Connecting local high school students with local educational and career opportunities during high school visits and college fairs.
- Providing students with an in-depth look at a variety of high-demand careers connected to programs offered at LRSC.
- Offering equitable access with an innovative method of career exploration to local, in-demand industries, not previously possible.
- Broadening students' awareness of career opportunities within their own communities.

Two unique benefits of this partnership for LRSC include:

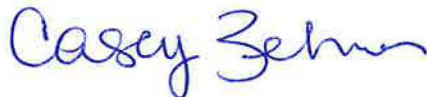
1. We assist current students with meaningful, local career exploration. Some students struggle with identifying career opportunities locally, increasing the risk of leaving their communities for employment opportunities elsewhere or discounting the value of higher education altogether. CVXR helps students discover in-demand careers locally, capitalizing on the value of their education.
2. CVXR's innovative platform helps us highlight a variety of career opportunities that align with LRSC's career and technical programs often overlooked by students. Students often attribute a Career and Technical program to a single career. In reality, our programs prepare students for a variety of different careers within an industry. Through the CVXR platform, we are able to highlight the many rewarding, in-demand career opportunities our programs prepare students for.

We have known for many years that providing students with earlier and more diverse opportunities for career exploration is a critically important, yet insufficiently addressed, component for developing a productive and engaged workforce. CareerViewXR provides this essential missing piece of the puzzle, providing career awareness opportunities that help us ensure we are admitting and educating students who are best aligned with our programs.

Your support of this initiative helps us to help you, by creating graduates who have the skills and confidence needed to succeed in the workforce and more importantly, feel fulfilled with their chosen career path.

We are proud to support CareerViewXR and strongly encourage you to support the statewide deployment of the platform by committing to an industry partnership. We look forward to ensuring your investment will have a long-lasting impact on our students, your industry, and the communities we serve together.

Sincerely,



Casey Zehrer
Assistant Vice President for Student Affairs
Lake Region State College
casey.zehrer@lrsc.edu
701-662-1608

March 12, 2025

Dear North Dakota Leaders,

It has been an honor to be part of the Marketplace for Kids program for the past eight years, volunteering as a presenter and board member, chaperoning my own kids' classes on Education Day, and as an advocate for the work the program does to advance workforce in North Dakota. Thank you for continuing to support the Marketplace for Kids mission in building community relationships in order to strengthen our workforce and make ND the best place to work, raise a family, and call home.

Each year, communities across the state plan for Marketplace for Kids Education Days. Teachers excite their students with the idea of creating inventions that could someday become their personal business. They support them throughout the brainstorming, planning, creating, and presentation process. In celebration, students gather at their local Education Day to explore careers, learn of job opportunities in their community, listen to the stories of community leaders, and present their own invention with the promise of a medallion in recognition of their effort. The energy radiating from the presenters, volunteers, teachers, and students is contagious.

Learning centers on connecting ideas and facts to authentic experiences. While learning begins in the classroom, hands-on experiences ignite the students' curiosity and passion. Marketplace for Kids is the only statewide, no-cost program that provides this type of experience for elementary and middle school kids. We hope to continue increasing the number of Education Days, especially in the rural and smaller areas that are often faced with challenges not permitting them to travel or participate in the regional Education Day.

As a parent of four school-aged kids, past elementary classroom teacher, current educational leader, and community member, I am grateful that our state offers this program to all of our kids. Helping as a judge at the Marketplace for Kids Education Days has allowed me to tap into the imagination and creativity of our students. I have observed devices that help with housecleaning jobs, machines that reduce pollution in our oceans, take care of pets when the owners are away, and reduce the amount of time we spend on daily tasks. Kids not only learn from the process of creating their own invention but also are intrigued by the projects of their peers. Being inspired by others is one of the best ways to spark curiosity and learning.

The shortage of community helpers in North Dakota, particularly in rural areas, is evident when we visit our local restaurants, make doctor appointments, schedule routine maintenance for our vehicles and homes, shop in grocery stores, and read updates on teacher shortages in our schools. Luckily, we have the opportunity to alleviate this issue through programs like Marketplace for Kids. Marketplace for Kids provides experiences for students to explore exciting career opportunities while motivating our kids to seek careers within the state of North Dakota. I strongly believe that kids instinctively want to stay in the place they call home yet often look outside their local community because they are unaware of the opportunities outside their front door. Marketplace for Kids provides this chance for kids.

Please consider this letter of encouragement for continued support for Marketplace for Kids. If you have questions or would like to visit about Marketplace for Kids, you are welcome to contact me at mleibel@nd.gov.

Sincerely,

Marijke Leibel EdD
Assistant Coordinator
ND RISE State Mentoring Program

North Dakota Department of Career and Technical Education

**2025-27 Biennium Budget
House Appropriations
March 12, 2025**

North Dakota Century Code - NDCTE

NDCC 15-20.1 – Career and Technical Education

- Administer State and Federal Funds to support CTE programs
- Facilitate Career Development Program
- Provide a ND Elementary Student Entrepreneurship Program

NDCC 15-20.2 – Area Career and Technology Centers

- Provides authority to operate and governance structure

NDCC 15-20.4 – Postsecondary Educational Institutions

- Provides authority to CTE to approve postsecondary career schools

Mission of ND Career and Technical Education

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

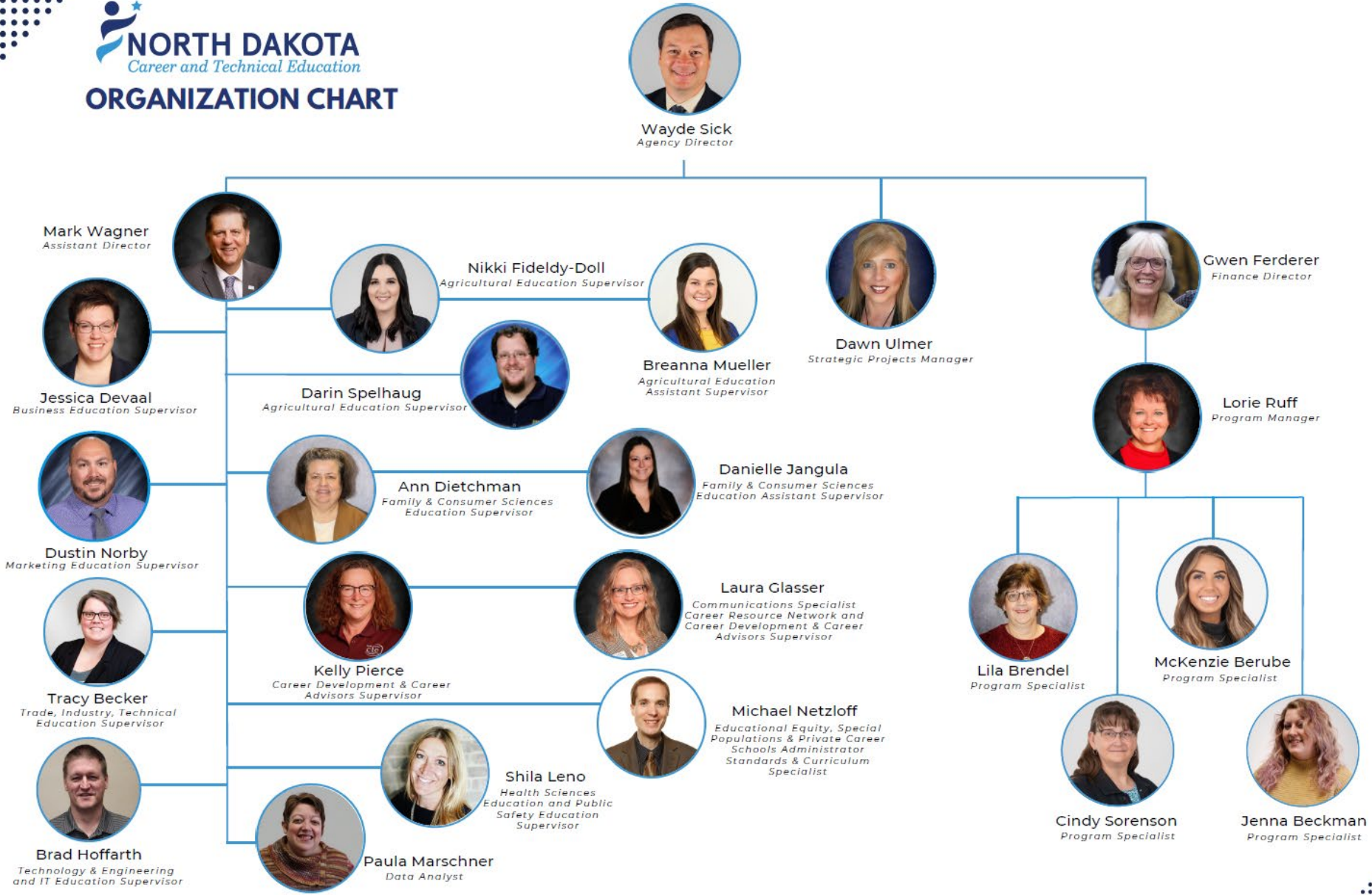
Be Legendary Board Training – Student Outcome Goals

1. Increase the number of students identified as a Career and Technical Education Concentrator.
2. Increase the percentage of students who graduate workforce ready.
3. Increase the percentage of rural students that enroll at a Career and Technology Center.

NDCTE Organizational Chart



NORTH DAKOTA
Career and Technical Education
ORGANIZATION CHART



NDCTE Audit Findings

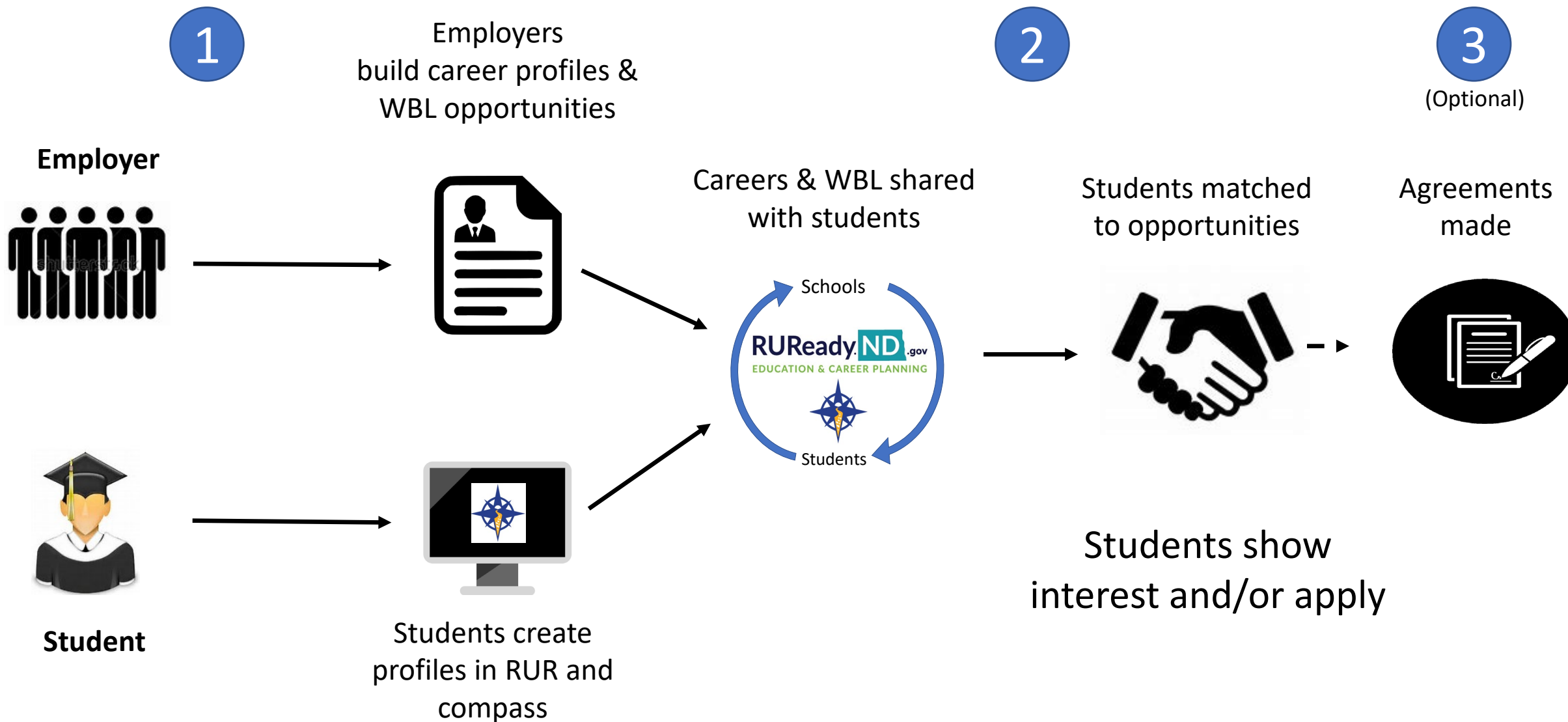
Department of Career and Technical Education Audit Completed August 16, 2024

- ND CTE received a clean audit with no findings

2023-25 NDCTE Accomplishments

- Funding of 16 WBL Coordinators, serving approximately 100 school districts
 - Over 2200 students completing a WBL experience each year
 - Over 260 Employers hosting a WBL student
- 74 individuals completed WBL Training
- 513 Employers enrolled in RUReadyND WBL module (Compass)
- 16,000 Students enrolled in RUReadyND WBL module (Compass)

RUReadyND – Connecting Students and Careers



Virtual Reality Career Exploration

- Integration of CareerViewXR into RUReadyND – Virtual Reality Career Exploration
 - 90 unique experiences available to Middle School and High School students statewide
 - 300 VR Headsets donated to middle and high schools
- Professional Development Course developed to train educators
 - 25% of all school districts have voluntarily sent staff to this training
- Timeline
 - 2022-23 – Successful Early Awareness
 - 2023-24 – Successful Mainstream Awareness
 - 2024-25 – Successful Early Adopter Implementation (PD Course)
 - 2025-26 – Focus on Mainstream Adoption through PD Course and Industry Partnerships

2023-25 NDCTE Accomplishments

CTE Capital Projects

- Gained access to the CCPF dollars in June 2023
- 7 of the 13 projects are complete or nearing completion
- 7 of the 13 grants have been closed out
- \$105M has been reimbursed to the projects
- **Not all grants will be closed by June 30, 2025 – I would like to amend SB2019 to provide an extension for these dollars.**
 - **\$15,969,283.19 Remaining (more will be drawn down)**

CTE Capital Projects Grant

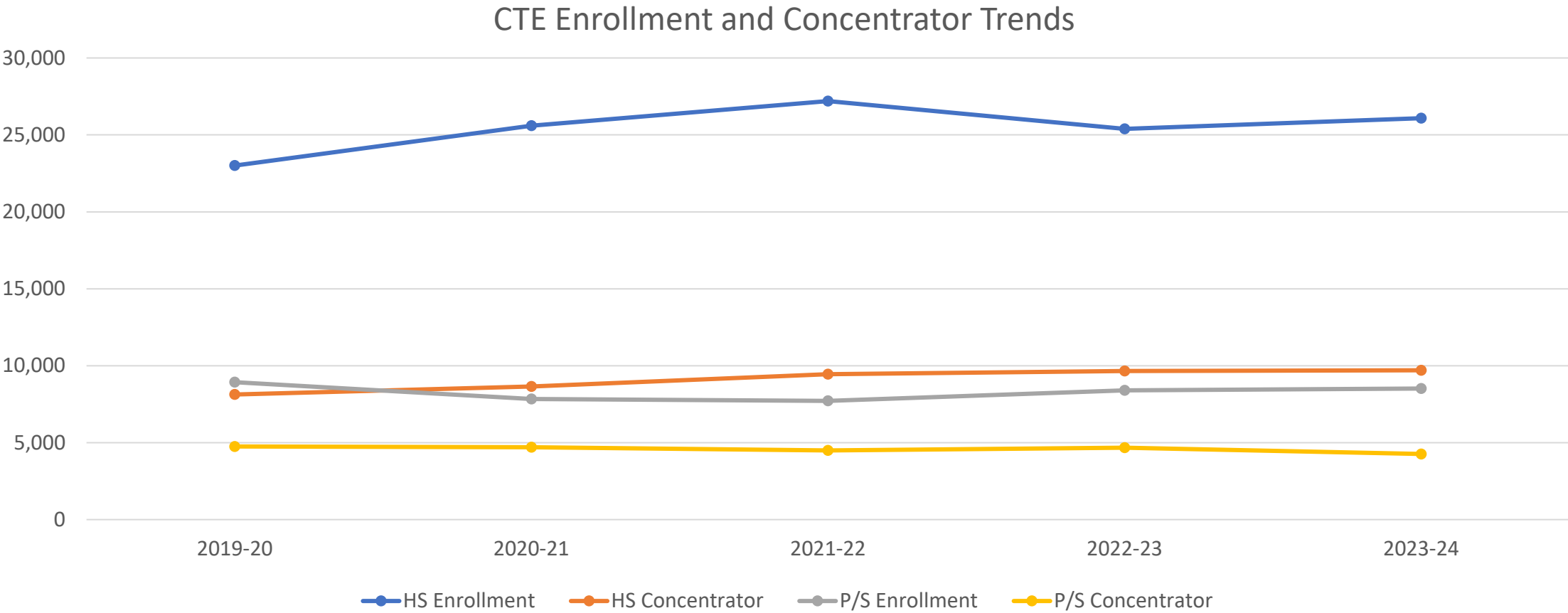
- Southwest Area Career and Technical Education Academy – Dickinson - \$13,717,815
- Bakken Area Skills Center – Watford City - \$13,717,815
- Minot Area Workforce Academy – Minot - \$13,717,815
- Career Impact Academy – Grand Forks - \$13,717,815
- Cass County Career & Technical Education Center – Fargo - \$13,717,815
- North Valley Area Career & Technology Center – Grafton - \$6,519,104
- Williston Basin Career and Technical Education Center – Williston - \$13,717,815
- Heart River Career and Technical Education Center – Mandan - \$13,717,815
- Southeast Region Career and Technology Center – Wahpeton - \$4,087,875
- Bismarck Public Schools – Bismarck - \$7,369,489
- Lake Area Career and Technology Center – Devils Lake - \$1,702,482
- James Valley Area Career and Technology Center – Jamestown - \$1,095,642
- Sheyenne Valley Area Career and Technology Center – Valley City - \$4,296,401

CTE Data

2023-24 school year

- 26,085 (unduplicated count) secondary students enrolled in at least one CTE course (74% of all HS students)
- 9,703 secondary students were CTE concentrators – completed at least 2 CTE courses in the same program of study (28% of all students)
- 8,519 post-secondary students enrolled in at least one CTE course (Community and Tribal Colleges)
- 4,264 post-secondary students were CTE concentrators – completed at least 12 credits within a single program area or completed a short-term program of less than 12 credits (Community and Tribal Colleges)

NDCTE Enrollment Trends



CTE Concentrator Data in North Dakota

High School Graduation Rate – 97.86% (82% of all students)

- Native American Graduation Rate 93.33% (63% statewide)

Post-Program Placement – 90.1%

Completed a WBL Experience – 44.7%

CTE Graduation Rates

97.86%

In 2024, 97.86% of CTE Concentrators in North Dakota graduated on time compared to 82% of all high school students.

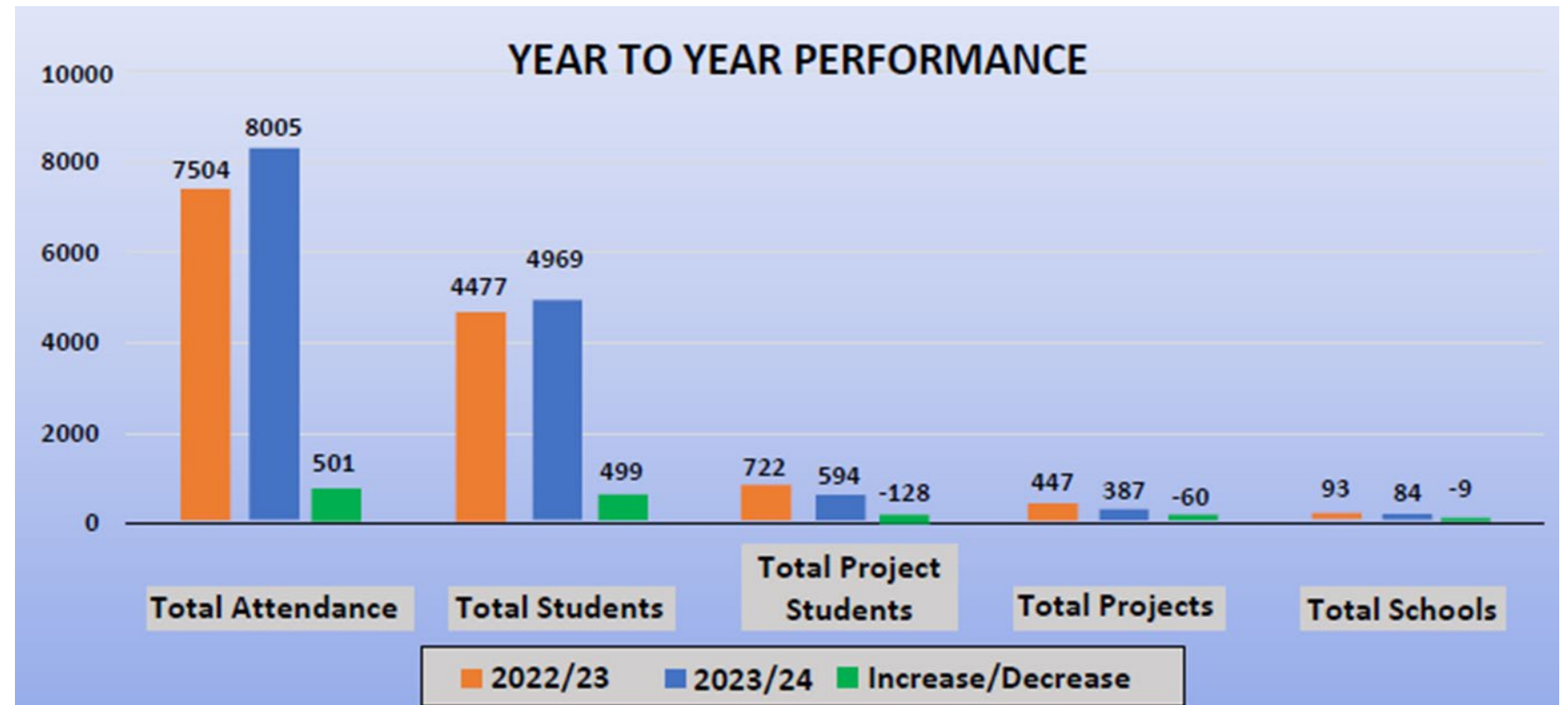
| | 2021-22 | | 2022-23 | | 2023-24 | |
|--|---------------|-------------------|---------------|-------------------|---------------|-------------------|
| | Statewide | CTE Concentrators | Statewide | CTE Concentrators | Statewide | CTE Concentrators |
| Four Year Graduation Rate | 84.00% | 96.97% | 83.00% | 97.88% | 82.00% | 97.86% |
| Demographics | | | | | | |
| Asian | 86.00% | 100.00% | 81.00% | 100.00% | 80.00% | 100.00% |
| Black or African American | 71.00% | 91.43% | 69.00% | 94.44% | 71.00% | 97.22% |
| Hispanic/Latino | 72.00% | 94.89% | 68.00% | 92.70% | 69.00% | 96.95% |
| Native American | 65.00% | 87.56% | 65.00% | 95.58% | 63.00% | 93.33% |
| Native Hawaiian or Pacific Islander | 72.00% | 100.00% | 74.00% | 100.00% | 67.00% | 100.00% |
| White | 89.00% | 97.95% | 88.00% | 98.42% | 88.00% | 98.22% |

Marketplace for Kids



Mission: To encourage youth to explore entrepreneurship and self-employment through the recognition and development of their inventive, creative thinking and problem-solving skills.

Marketplace for Kids



ND STEM Ecosystem

The ND STEM Ecosystem is dedicated to being a statewide resource to improve STEM access for all North Dakotans; to engaging industry, community and education systems to address workforce challenges and STEM literacy; and to promoting a lifelong learning environment to develop employability and life skills and connect passion with opportunity.

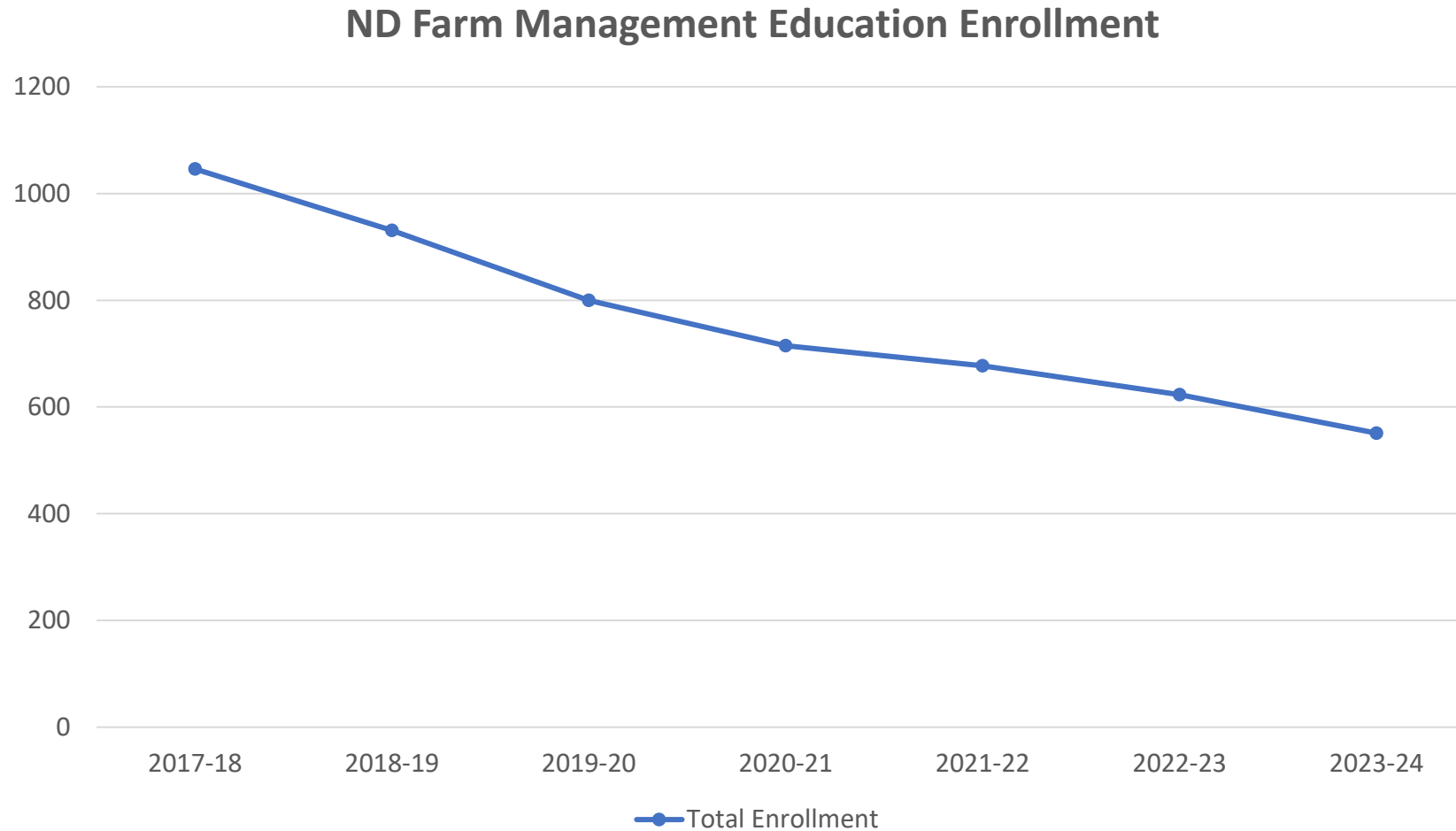
ND STEM Ecosystem

| Regional STEM Days for students | | | | | |
|---------------------------------|---------------|-------------|---------------|-----------------------|---------------|
| | Total Granted | # of Grants | # of Students | # of School Districts | # of Partners |
| 2024 | \$38,162.86 | 12 | 3287 | 65 | 74 |
| 2025 (to date) | \$29,881.88 | 11 | 273 | 58 | 22 |
| Sponsorships | \$13,350.00 | | | | |
| Total Allocated | \$81,394.74 | | | | |

Farm Management Education

North Dakota Farm Management Education Programs are designed to provide education to farm owners and operators or persons interested in farming. The purpose of the program is to assist clients in meeting their business and personal goals. This is best accomplished through the use of quality records and sound business decisions.

ND Farm Management



2023-25 NDCTE Staffing

New Positions

1- Assistant Supervisor/FACS – Hired 6/3/2024

1- Assistant Supervisor/Agriculture – Hired 8/30/2023

\$288,783 – Transferred from Employee Pool

\$394,874 – Employee Pool Appropriation

\$106,091 – Savings

2023-25 NDCTE Staffing

Staffing Turnover

- During 2023-25 NDCTE had nine staff leave due to either retirement or resignation
- Was able to replace and utilize all but one FTE
- Employee Funding Pool allowed \$148,852
 - Savings of \$233,792

2023-25 NDCTE Staffing

Resignations allowed for restructuring of the Department

- Eliminated Career Resource Network Supervisor
 - Elevated Admin Asst. to Career Resource Manager
- Eliminated all Admin Asst. Positions – Created four Program Specialists Positions
 - Currently held by 3.5 FTE
- Created a Health Careers and Public Safety Program Supervisor

Vacant FTEs

1 – Program Specialist

2025-27 CTE Goals and Opportunities

- Increase enrollment and CTE concentrator numbers by continuing to add to access
- Expand Work-based Learning Opportunities through additional WBL coordinators and employer partnerships
- Expand access to Pre-Apprenticeship Opportunities
- Build and expand on programming that will assist in recruiting and retaining CTE Educators

Budget Comparisons

| Budget Line Items | 2023-25 Budget | 25-27 Agency Request |
|------------------------------|----------------|----------------------|
| Salaries | \$4,984,211 | \$6,167,904 |
| Operating Expenses | \$3,445,611 | \$6,095,611 |
| Grants - Secondary | \$41,537,780 | \$69,037,780 |
| Grants - Federal | \$12,007,349 | \$14,007,349 |
| Grants - STEM | \$100,000 | \$350,000 |
| ND Farm Management Education | \$1,706,138 | \$1,706,138 |
| Workforce Training | \$2,987,500 | \$4,100,000 |
| Marketplace for Kids | \$300,000 | \$450,000 |
| Area CTE Center Grant | \$97,276,228 | \$56,000,000 |
| Total Funds | \$164,344,817 | \$157,914,782 |
| General Funds | \$53,200,708 | \$140,507,471 |
| Federal Funds | \$110,989,135 | \$17,252,337 |
| Special Funds | \$154,974 | \$154,974 |
| Total Funding | \$164,344,817 | \$157,914.782 |
| FTE Count | 23.5 | 25.5 |

Budget Comparisons

| Budget Line Items | Executive Budget | 25-27 Agency Request | Senate Version |
|--------------------------|------------------|----------------------|----------------|
| Salaries | \$6,066,372 | \$6,167,904 | \$5,964,593 |
| Operating Expenses | \$3,445,611 | \$6,095,611 | \$4,445,611 |
| Grants - Secondary | \$49,037,780 | \$69,037,780 | \$48,537,780 |
| Grants - Federal | \$14,007,349 | \$14,007,349 | \$14,007,349 |
| Grants - STEM | \$100,000 | \$350,000 | \$100,000 |
| ND Farm Management | \$1,706,138 | \$1,706,138 | \$0 |
| Workforce Training | \$2,500,000 | \$4,100,000 | \$3,250,000 |
| Marketplace for Kids | \$400,000 | \$450,000 | \$400,000 |
| Area Career Center Grant | \$0 | \$56,000,000 | \$0 |
| Total Funds | \$77,263,250 | \$157,914,782 | \$76,705,333 |
| General Funds | \$59,828,157 | \$140,507,471 | \$59,277,324 |
| Federal Funds | 17,280,119 | \$17,252,337 | \$17,273,035 |
| Special Funds | \$154,974 | \$154,974 | \$154,974 |
| Total Funding | \$77,263,250 | \$157,914,782 | \$76,705,333 |
| FTE Count | 23.5 | 25.5 | 23.5 |

Decision Package Requests – 2025-27

| Budget Line Items | Executive Budget | Agency Requested | Senate Version |
|--|------------------|------------------|----------------|
| Cost to Continue – Secondary Grants – Add to Base | \$4,000,000 | \$4,000,000 | \$4,000,000 |
| New and Expanding – Secondary Grants – Add to Base | \$3,000,000 | \$22,000,000 | \$3,000,000 |
| WBL Coordinators – Secondary Grants – Add to Base | \$500,000 | \$1,500,000 | \$0 |
| Perkins V Increase – Grants – Add to Base | \$2,000,000 | \$2,000,000 | \$2,500,000 |
| Marketplace for Kids | \$100,000 | \$150,000 | \$100,000 |
| STEM Network | \$0 | \$250,000 | \$0 |
| Continue CTE Center Grant Initiative – One Time | \$0 | \$56,000,000 | \$0 |
| CTE Educator Recruitment | \$0 | \$650,000 | \$0 |
| Workforce Training – TrainND | \$0 | \$1,600,000 | \$750,000 |
| Virtual Reality Career Exploration | \$0 | \$2,000,000 | \$1,000,000 |
| Additional FTE | 0 | 2 | 28 0 |

2025-27 Legislative Priorities

Cost to Continue – \$4 million

To account for increases in costs and maintain reimbursement rates, the Department is requesting \$4 million for cost to continue. The State Board is in the process of developing a new funding policy, which will not only simplify the funding, but also get a handle on cost to continue requests.

New Programs – \$22 million

Every year, new CTE programs are introduced and make substantial expansions. To support these programs, not at the expense to reimbursement of existing programs, the agency is requesting \$22 million. This funding will continue to provide for more equitable access to diverse and quality CTE programs, to more students, in more areas of the state. This would allow the state to ensure it is supporting all the new CTE Centers, funded through the CTE Center Capital Projects Initiative, provide funding for all new or expanding programs, and potentially support middle school CTE programming.

2025-27 Legislative Priorities

Work-Based Learning Coordinators - \$1.5 million

To continue to expand work-based learning opportunities, the Department of Career and Technical Education is requesting \$1.5 million to continue to increase access to work-based learning coordinators, to be located throughout the state, primarily housed at Area Career and Technology Centers. This will bring the total grant appropriation will be \$3 million.

CTE Capital Projects Program - \$56 million – One-Time Optional Request

Although thirteen different projects were funded across the state during the 2021-23 biennium, there are still gaps in the state where Area Career and Technical Education centers are not serving. This funding is to continue the initiative, started in the 2021 Legislative Session, to close the gaps on access to quality and diverse CTE programming. Current CTE Centers would also be able to tap into this funding, to continue to expand their offerings.

2025-27 Legislative Priorities

Career and Technical Education Recruitment Strategies - \$650,000

This funding would be instrumental in supporting the development of new teachers. This would be a combination of assigning mentors for first- and second-year educators as well as support the tuition costs for individuals transitioning into the career and technical education field.

Virtual Reality Career Exploration - \$2,000,000

This funding request is to continue to provide and evolve immersive media opportunities for career exploration and awareness across Career and Technical Education. This can include hardware, software, and/or immersive spaces.

2025-27 Legislative Priorities

TrainND - \$1.6M

TrainND requests base funding of \$2.5 million, and an additional \$1.6 million for a FY26 – FY27 pilot program to expand outreach initiatives into regional areas of opportunity and further drive workforce education and training numbers higher throughout the state. The pilot program would add one sales-focused FTE per region, strategically locating the FTE person within each region to maximize efficiency and expansion opportunity.

Marketplace for Kids - \$150,000

Marketplace for Kids is requesting an additional \$150,000, bringing the total allocation to \$450,000. This is the first increase requested since 2012. The request is to support Native American-Focused Programming, address a reduction in community and sponsorship funding and to address general increases in costs.

TrainND Amendment

SECTION 4. WORKFORCE TRAINING GRANTS - SALARIES AND WAGES EXPENSES.

The workforce training line item in section 1 of this Act includes the sum of \$500,000 from the general fund which the department of career and technical education shall distribute to each eligible organization in the state dedicated to expanding workforce opportunities, training, and education for the purpose of defraying salaries and wages expenses of the organization's employees. The department of career and technical education shall distribute the funding identified in this section as follows:

- | | |
|--|------------------|
| 1. An organization in the northwest region of the state | \$230,000 |
| 2. An organization in the northeast region of the state | \$40,000 |
| 3. An organization in the southwest region of the state | \$120,000 |
| 4. An organization in the southeast region of the state | \$110,000 |

We request this language is removed from SB2019. This was included in HB1019 in 2023, to provide for dollars to address state employee pay increases. This was based on FTE counts in 2023, which is outdated.

2025-27 Legislative Priorities

STEM Ecosystem - \$250,000

Funding is to support the hiring of staff for the STEM Ecosystem, to better manage the activities of the Ecosystem, secure private dollars to support STEM Education and to manage any grants that may be created with private funds.

Additional FTEs - \$600,000

Two additional FTEs are being requested to provide outreach and support for the ND Office of Apprenticeship. The intent of these staff is to provide outreach and awareness to employers, educators, and students on the value of apprenticeship programs. Also, a focus would be to develop youth and pre-apprenticeship opportunities, to further assist developing workforce pipelines.

Agency Fees

Postsecondary Career Schools

Postsecondary educational institutions which act as “Postsecondary career schools” must heed North Dakota Century Code ch 15-20.4-02 and work with the North Dakota Department of Career and Technical Education in order to gain authorization to operate in the state.

The process involves a yearly online application, which includes the schools submitting items such as financial statements, proof of surety bond, proof of accreditation, coarse catalogue, student agreement (including student protection and reimbursement policy), current North Dakota enrollment, placement opportunities, etc. The initial application fee is \$1000, with renewal applications set at \$500. Although applications are due to the agency by April 1, the State Board of Career and Technical Education deliberates on findings and final authorization at their June meeting in order to provide schools authorization July 1 to June 30 of each year.

Currently there are nine postsecondary career schools authorized to operate in the state.

Federal State Fiscal Relief Funds

Appropriation –
ARPA

\$20,975,000

\$20M – Capital Projects

\$475,000 – UAS

\$500,000 – Virtual Reality Career Exploration

Treasury

\$74,595,701 – Capital Projects

Expenditures –

ARPA

\$20,973,920 – WSC didn't utilize \$1,080 – UAS

Treasury

\$64,138,634.55 – Capital Projects

2025-27 Legislative Policy Changes

SB2274 – Transition Farm Management Education to the ND Dept. of Agriculture

A joint decision between NDCTE, ND Dept. of Agriculture and the Farm Management Education instructors has been made to advocate for transitioning the Farm Management Education program from NDCTE to the ND Dept. of Agriculture. This has passed the Senate and will be heard in House Agriculture on Friday, March 14.

HB1188 – Center – Local Member Assessment

A policy recommendation will come forward, allowing local CTE Centers flexibility on how they assess fees to their member schools. Currently, it is based solely on ADM. The change would still require that method but would also allow Centers to assess fees based on utilization of programs. This has passed both the House and the Senate.

SB2239 – Apprenticeship Grant

Development of a new grant, that would support apprentices that are pursuing a registered apprenticeship program. This has passed the Senate.

**Thank you.
Any questions?**

House Appropriations
Education and Environment Division
SB 2019

Department of Career and Technical Education
March 12, 2025

Slide 1 - Chairman Nathe and members of the committee, my name is Wayde Sick, State Director of the Department of Career and Technical Education. I am here to provide testimony in support for Senate Bill 2019 or the Department of Career and Technical Education Appropriations Bill.

Slide 2 - First, what statute provides authority to the Department of Career and Technical Education to do what we do. NDCC 15-20.1 outlines the responsibilities of NDCTE and the State Board, NDCC 15-20.2 defines Area Career and Technology Centers, NDCC 15-20.4 provides authority to CTE to approve the operation of postsecondary career schools.

Slide 3 - The Mission of the North Dakota Career and Technical Education is to work with others to provide all North Dakota citizens with the technical skills, knowledge, and attitudes necessary for successful performance in a globally competitive workplace.

Slide 4 - During the 2023-2025 Interim, the State Board for Career and Technical Education embarked on the Be Legendary Board Training, like many school boards across the state. Although the process had to be adjusted to meet the needs and role of the State Board, the Board adopted three student outcome goals. They are as follows:

1. Increase the number of students identified as a Career and Technical Education Concentrator.
2. Increase the percentage of students who graduate workforce ready.
3. Increase the percentage of rural students that enroll at a Career and Technology Center.

These goals were adopted in the summer of 2024 and now guide the Department and the Board in our decision making.

Slide 5 - On this slide, you will see the organizational chart for the Department of Career and Technical Education. We are a relatively small agency, organized by program area and its respective Career and Technical Student Organization.

Slide 6 – Next, a quick overview to explain our most recent audit. Our audit was completed on August 16, 2024, and was a clean audit with no findings.

Slide 7 – The next portion of the presentation is I would like to discuss the accomplishments of Career and Technical education over the 2023-25 biennium. I have several slides, illustrating these accomplishments.

The first accomplishment to discuss is specific to work-based learning. During the 2023 Legislative Session, the Department was appropriated \$1.5M to fund Work-Based Learning Coordinators. These are individuals, who's role is to connect students with work-based learning opportunities. This may include job shadows, career exploration experiences, or a placement with an employer. The Department developed a grant program, which provided \$50,000 for each full time WBL coordinator, to partially support salaries and operations. In the grant, we required the WBL Coordinator duties to be at least a .5 FTE position, as we did not want to have this as an hour a day responsibility, that may not get the attention it deserves. We were able to fund 16 coordinators, statewide. Many are located at a career and technology centers, therefore supporting multiple school districts. In total the Department has also trained 74 individuals to become a work-based learning coordinator. We see a value to training individuals, who may not serve as a WBL Coordinator, as this will provide them with the knowledge of how to establish and expand WBL opportunities and how to use the online platform used to create WBL opportunities.

In 2023, I reported to the Legislature that the WBL module named Compass was brought into the RUReady ND career exploration platform. To date, 513 employers and 16,000 high school students have enrolled in Compass. As this continues to expand, more students and employers will be able to

find each other, to help more students find opportunities. This has been a slow and tedious process, with multiple professional development opportunities and employer workshops, ensuring both employers and educators are aware and are using the platform.

Slide 8 - Compass works by having employers and students develop profiles, using technology to find a “match. Employers can provide their opportunities through the RUReadyND portal. We are in the process of continuing to provide awareness, not only to schools, CTE Centers and higher education, but also the business community, economic development and chambers of commerce. We have also provided training to Job Service North Dakota staff, as they are the statewide boots on the ground for workforce development. By training those staff, they are able to inform employers on the opportunity to partner with their local school district or Career and Technology Center, strengthening the workforce pipeline.

Slide 9 - Another enhancement to the RUReadyND platform is the addition of the CareerViewXR Virtual Reality Career Exploration system. In the 2023 Legislative Session, \$500,000 was appropriated to NDCTE to integrate a virtual reality career exploration software into RUReadyND. Now middle school and high school students have access to 90 unique experiences. Be More Colorful, the CareerViewXR vendor also donated 300 VR Headsets to middle and high schools during the 2023-24 school year. We hope to continue to provide this service, expanding it into our elementary schools.

Slide 10 - Next, we were able to make progress with the CTE Capital Projects Grant. During the winter of 2021-22, thirteen projects were awarded a total of \$88,276,228. The State was not able to access these dollars until June 2023. Also, during the 2023 Legislative Session, an additional \$26.5M of SIIF and \$6.3M of leftover broadband dollars were appropriated to CTE, bringing this grant program to approximately \$121M. To date seven of the thirteen projects have completed their project or are nearing completion. Seven of the thirteen grants have been closed out. Approximately \$105M

has been reimbursed to the projects. Although this was not included in our budget request, it has been requested by a few of the grantees that their grant may not be closed by the end of the biennium. Those that are close are concerned, in the event of a delay such as a spring blizzard. That said, I would like to request any unused dollars to be carried over into the 2025-27 biennium, to ensure those grants can be spent down. **Slide eleven** shows the breakdown of the total award.

Slide 12 - The next accomplishments are the enrollments of our CTE Programs and enrollment trends over the past five years. In the 2023-24 school year, 74% of North Dakota students enrolled in at least one CTE course, with 28% of all high school students as a CTE Concentrator. **Slide 13** - We have seen flat CTE enrollment and concentrator numbers in our post-secondary programs.

Slide 14 - This is a data that we are very proud of and discuss it often. If a student is a CTE Concentrator, they have a greater chance of graduating high school. North Dakota already has a high graduation rate of 82%, but CTE students graduate at a rate of almost 98%. Native American students enrolled in CTE graduate at rate of 93%, compared to 63%. Career and Technical Education helps bring relevance and engagement, keeping students in high school.

You will also see that 90% of our CTE Concentrators have post-program placement. That means they are meaningfully employed, enrolled in higher education, in some sort of advanced placement like an apprenticeship, or enrolled in a community service, such as AmeriCorps. Another eligible placement is military, but we do not have access to military data.

Also 44.7% of our CTE Concentrators have completed a Work-Based Learning experience. Many of these experiences are an employer placement.

Slide 15 - This slide shows graduation rates for CTE Concentrators over the past three years, broken down by the different demographics that make up our state's population.

Slide 16 - Next, Marketplace for Kids is a program to encourage elementary students to explore entrepreneurship and self-employment, as well as career opportunities in North Dakota. This is completed through Marketplace for Kids Education Days, that are held across the state every year. At these regional events, elementary age students learn about careers in North Dakota and students are able to showcase their entrepreneurial ideas. **Slide 17** - Twelve Education Days have occurred during the 2023-24 school year, with an estimated 8,000 attendees. For the 2024-25 school year, fifteen events are scheduled, with an estimated 11,000 attendees. Robert Heitkamp, who runs Marketplace for Kids is present to discuss the program in greater detail later in the hearing.

Slide 18 - The ND STEM Ecosystem is dedicated to being a statewide resource to improve STEM access for all North Dakotans; to engaging industry, community, and education systems to address workforce challenges and STEM literacy; and to promoting a lifelong learning environment to develop employability and life skills and connect passion with opportunity. ND STEM Ecosystem is a member of the STEM Learning Ecosystems Community of Practice, which is an international organization that elevates the visibility and accessibility of STEM professions for all.

Slide 19 - In this biennium appropriated funds have been used to provide support for STEM activity days. Grant funds awarded by the ND STEM Ecosystem have helped support Regional STEM Days across the state in all four of our defined regions. The STEM Day events held last year provided a wide variety of hands-on, interactive STEM activities to over 3200 North Dakota students from 65 different school systems. These events have increased opportunities for all students that have attended, but significantly for those from districts with limited resources. They have increased STEM opportunities for underrepresented, rural, and Native American students.

The grants awarded this year are well on their way to a similar outcome. Beth Demke, Chair of the ND STEM Ecosystem Board and Director for Gateway to Science is in the room to discuss the STEM Ecosystem in greater detail.

Slide 20 - Another accomplishment in 2023-25 is the continuation of the Farm Management Education Program. This program is designed to provide education to farm owners and operators, or persons interested in farming. The purpose of the program is to assist clients in meeting their business and personal goals. This is best accomplished using quality records and sound business decisions. These programs are located across the state, primarily at our community colleges.

Slide 21 - As you can see enrollments have declined over the past years. This is primarily due to retirement of instructors and the inability to secure replacements. These programs are still valuable, not only to the producers, but also to the agriculture industry as valuable data is collected. You will see a few handouts, within your packet, that further illustrates the impact of the Farm Management Education program. I will mention this later, but SB2274, jointly drafted by NDCTE, ND Department of Agriculture and the Farm Management Education instructors will transfer the Farm Management Education program from NDCTE to the Department of Agriculture. Although, we are sorry to see that program leave, with the ever expansion of secondary Career and Technical Education programs and CTSO's, NDCTE staff are limited with capacity. Also, a primary issue the Farm Management Instructors are currently facing is declining enrollment. We feel the outreach the Department of Agriculture has to our agriculture producers will be a move in the right direction to increase usage of this invaluable program. There are also programs within the Department of Agriculture that align closely with Farm Management Education.

Slide 22 – To change topics, I would like to provide an update on staffing at NDCTE. As I mentioned earlier, NDCTE has 23.5 FTEs. During the 2023 Legislative Session, we were provided two additional FTEs. With those, and the funds provided, we created an Assistant Family and Consumer Science Program Supervisor, who we were able to hire starting June 3, 2024, and an Assistant Agricultural Education Program Supervisor, who started August 30, 2023. Since many of our staff are licensed teachers, we have very narrow hiring windows, to not interfere with school

contracts. Our Employee Funding Pool Appropriation for new FTE was \$394,874 and we have transferred \$288,783, for a savings of \$106,091.

Slide 23 - The 2023-25 biennium was tough on NDCTE due to staff turnover. We had nine staff leave due to retirement or resignation, with seven vacancies at one time during the winter of 2023-24. After some reorganization, we have been able to fill and utilize all but one FTE. Due to these resignations and retirements, we did not need to request our vacancy Employee Funding Pool appropriation of \$148,852. We are below our salary appropriation by \$233,792. To add to this, the Department anticipates three to four additional retirements in the 2025-2027 biennium.

Slide 24 - Because of our vacancies and inability to replace some positions, we have restructured staffing at the Department. First, we eliminated the Career Development Resource Network supervisor and elevated the Administrative Assistant for Career Development into a Manager role. We also eliminated all administrative assistant positions and created four Program Specialists Positions, currently held by 3.5 FTE. These staff still complete administrative support duties but also have additional responsibilities to support the entire agency. We were also able to create a Health Careers and Public Safety Program Supervisor, to reduce the workload on our Trade, Industry and Health Career Supervisor, and allow for more growth in both program areas.

We currently have one vacancy. The vacant position is another Program Specialist/Administrative Assistant position. It is vacant, as we continue to evaluate the Department's needs.

This transition is still underway, as all staff shift over to new roles and new processes are developed to ensure tasks are completed and services to our customers are not negatively impacted.

Slide 25 - So, what do we want to accomplish in the next biennium? Everything we want to accomplish can be walked back to the goals the State CTE Board adopted. Increase enrollment and concentrator numbers, expand work-based learning, including apprenticeship and pre-apprenticeship

and recruit and retain CTE Educators. The following budget and optional requests are how we hope to accomplish these goals.

Slide 26 - I will next review the agency's budget, comparing the current 2023-25 biennium budget, the 2025-27 Agency Requests, and the 2025-27 Executive Budget. I will discuss each Agency Request individually later in my presentation.

Salaries – This includes two additional FTE's. I will explain that request later in my testimony.

Operating – The increase includes funding to continue Virtual Reality career exploration and teacher recruitment and retention and any increase in Perkins V funds the agency may receive. Again, I will go into greater detail later.

Grants-Secondary – This increase is due to requesting additional cost to continue funds, new and expanding program funds, and Work-Based Learning Coordinator grant dollars.

Grants-Federal – This request is to provide the Department with Federal Funds authority for grants, in the event our Federal Perkins V allocation is increased.

Grants-STEM – This request will be discussed later but is to expand on the STEM Ecosystem work.

ND Farm Management Education – This is held flat, but as I mentioned SB2274 would move this program to the Department of Agriculture.

Workforce Training – This is increased \$1.6M from the \$2.5M base. The additional \$487,500 was for a one-time UAS workforce training appropriation, that was provided in the 2023 Legislative Session.

Marketplace for Kids – This line is increased by \$150,000 and will be explained later.

Area CTE Center Grant – This is a request to continue to CTE Capital Projects Program.

Slide 27 lays out the difference between Governor Armstrong's executive budget recommendation, the agency requests and the Senate version.

Slide 28 lays out the Decision Package requests and what were included in Governor Armstrong's budget and the Senate version.

Now I will discuss each of the change packages and rationale behind each request.

Slide 29 - Cost to Continue – \$4 million

Currently, High School Career and Technical Education programs are reimbursed at our comprehensive high schools at 27% and at the Area Career and Technology Centers at 40%. To account for increases in costs and maintain reimbursement rates, the Department is requesting \$4 million for cost to continue. The additional \$4M would allow for the Department to continue to reimburse programs at a rate of 10% over the previous biennium, to account for an increase in costs.

New and Expanding Programs – \$22 million

Every year, new CTE programs are introduced and make substantial expansions. To support these programs, not at the expense to funding of existing programs, the agency is requesting \$22 million. This will provide funding for new programs at comprehensive high schools, the State's existing Area Career and Technology Centers and new Area Career and Technology Centers and provide funding for middle school Career and Technical Education for the first time. Some of the new and expanding Centers that were funded with the CTE Capital Projects Grant in the 2021-23 biennium have begun operating in the 2023-25 biennium, with the remaining coming online in the 2025-27 biennium. Even those that were able to start operation in the 2023-25 biennium are continuing to scale up. This funding will continue to provide for more equitable access to diverse and quality CTE programs to more students in more areas of the state. New programs must align with in-demand occupations, as identified by the North Dakota Workforce Development Council.

This amount was calculated by reviewing what the local CTE Directors plan to bring on as programming in the 2025-27 biennium. In surveying the CTE Directors, they have plans, if funds are available, to bring online multiple programs, expanding access to more diverse opportunities. It is estimated the CTE Centers could use up to an additional \$15M in new and expanding program funds. This would leave approximately \$6,000,000 to provide financial support of middle school programming statewide. This would also provide \$1,000,000 for comprehensive high school programs to continue to expand, primarily in our most rural parts of the state.

Slide 30 - Work-Based Learning Coordinators – \$1.5 million

To continue to expand work-based learning opportunities, the Department of Career and Technical Education is requesting an additional \$1.5 million to increase the number of WBL Coordinators in North Dakota. During the 2023 Legislative Session, NDCTE was appropriated \$1.5M, in which we granted \$50,000 grants to support coordinators. We are currently funding 16 coordinators, and with additional funding plan to fill in areas where access to a WBL Coordinator is lacking. These positions are a conduit between education and business, developing work-based learning opportunities as well as support the Learn Everywhere Initiative, as passed by the 67th Legislative Assembly.

One-Time Optional Request: Continuation of New and Expanding CTE Centers – \$56M

During the 2021 Legislative Session, the Department of Career and Technical Education was appropriated \$88.3 million for the intent to fund new and expanding CTE Centers. During the 2023 Legislative Session, due to the delay in accessing funds, funds were provided with \$26.5M coming from SIIF and approximately \$6M in Broadband dollars, to address inflation. Career and Technical Education is again asking for funds to continue this initiative to continue to fill this gap. It is the request of the Department to provide the State Board the flexibility to not only grant dollars to continue to close the gaps in funding needs due to budget overruns, but also grant funds to new

projects, in areas of the State that do not currently have access to an Area Career and Technology Center. This amount was calculated as the Department requested \$56 million in 2023 to address inflation and received \$32.6 million, leaving a gap of around \$23.4M. The remaining funds could then be used to fund projects in areas of the state that do not have full access to an Area Career and Technology Center.

Slide 32 - CTE Educator Recruitment Strategies - \$650,000

This funding would be instrumental in supporting the development of new teachers. This would be a combination of assigning mentors for first- and second-year educators as well as support the tuition costs for individuals transitioning into the career and technical education field. The tuition costs include programs such as the VCSU Transition to Teaching program, that individuals moving from industry to education complete to learn how to become a teacher.

Virtual Reality Career Exploration

This funding request is to continue to provide and evolve immersive media opportunities for career exploration and awareness across Career and Technical Education. This can include hardware, software, and/or immersive spaces. Our partner in this project is in the process of also finding private dollars to serve as a potential match, to allow for all students K-12, to have access to these career exploration experience.

Slide 33 - Marketplace for Kids

Marketplace for Kids is requesting an additional \$150,000, bringing the total allocation to \$450,000. This is the first increase requested since 2012. The request is to support Native American-Focused Programming, address a reduction in community and sponsorship funding and to address general increases in costs. Marijke, Leibel, with Marketplace for Kids will provide testimony later, to further explain this request.

Workforce Training – \$1.6 million

TrainND requests base funding of \$2.5 million, and an additional \$1.6 million for a FY26 – FY27 pilot program to expand outreach initiatives into regional areas of opportunity and further drive workforce education and training numbers higher throughout the state. The pilot program would add one sales-focused FTE per region, strategically locating the FTE person within each region to maximize efficiency and expansion opportunity. Sara Vollmer, TrainND Director for the Southeast Region will present on TrainND, later in the Hearing.

I also request the House Appropriations E&E division to consider an amendment to the policy with SB2019. During the 2023 Legislative Session, \$500,000 was included in this line to address state employee pay increases. It was to be distributed based on FTEs, which this FTE count may no longer hold true. I ask that language to be struck, to allow the State Board for Career and Technical Education to distribute the funds, based off of the policy that has been drafted by the TrainND Directors and College Presidents, and approved by the State CTE Board in December 2024.

Slide 34 - STEM Ecosystem

Funding is to support the hiring of staff for the STEM Ecosystem, to better manage the activities of the Ecosystem, secure private dollars to support STEM Education and to manage any grants that may be created with private funds. Beth Demke, Chair of the STEM Ecosystem, will provide additional testimony.

Funding for Additional FTE at Department of CTE – \$600,000

Two additional FTEs are being requested to provide outreach and support for the ND Office of Apprenticeship. The intent is to provide outreach and awareness to employers, educators, and students on the value of apprenticeship programs. Also, a focus would be to develop youth and pre-apprenticeship opportunities, to further assist developing workforce pipelines. HB1036 was

introduced, that requested three FTEs to be provided to the ND Department of Labor, for staff that would provide administrative support to the US Department of Labor North Dakota Office of Apprenticeship. HB1036 was defeated prior to crossover. I believe both requests are important and would work in tandem. The FTEs that were included in HB1036 should be established prior to the SB2019 FTE requests, therefore, these are now may not be appropriate.

Slide 35 - Agency Fees

Postsecondary educational institutions which act as “Postsecondary career schools” must heed North Dakota Century Code Chapter 15-20.4-02 and work with the North Dakota Department of Career and Technical Education in order to gain authorization to operate in the state.

"Postsecondary career school" means a private, vocational, technical, home study, business, professional, or other private school or college, or other private organization or person, operating in this state, offering educational credentials, or offering instruction or educational services, primarily to persons who have completed or terminated their secondary education or who are beyond the age of compulsory high school attendance, for attainment of educational, professional, or vocational objectives at a level no higher than the associate of applied science level. Century Code does allow some exemptions, but these must be made in writing to the board and reviewed. With the advent of more online training by out-of-state institutions, the emphasis for this decision is always given to the protection of North Dakota students.

The process involves a yearly online application, which includes the schools submitting items such as financial statements, proof of surety bond, proof of accreditation, coarse catalogue, student agreement (including student protection and reimbursement policy), current North Dakota enrollment, placement opportunities, etc. The initial application fee is \$1000, with renewal applications set at \$500. Although applications are due to the agency by April 1, the State Board of Career and

Technical Education deliberates on findings and final authorization at their June meeting to provide schools authorization July 1 to June 30 of each year.

Slide 36 - The next slide provides an overview of the status of any Federal State Fiscal Relief Funds the Department has been appropriated. I will review the slide in detail.

Slide 37 - My final slide are policy bills that may directly impact the Department of Career and Technical Education, either on how we conduct our business, how we monitor our funding recipients or our budget directly.

Senator Nathe and members of the House Appropriations Education and Environmental Committee. This concludes my testimony, and I am happy to answer any questions you may have. If not, I would like to turn the podium over.



The North Dakota Department of Career and Technical Education (NDCTE) provides technical assistance, professional development activities, and performs evaluations for all CTE programs in the state, which includes:

- 543 secondary programs serving 25,388 students and
- 219 postsecondary programs serving 8,392 students.



Preparing Tomorrow's Workforce

School Year 2022-23

Perkins V Quality Performance Measures

NDCTE met 5 of 7 in the Secondary and all Postsecondary:
Secondary

- 1S1: Student Graduation Rate Reading Language Arts
- 2S1: Academic Proficiency in Reading/Language
- 2S2: Academic Proficiency in Mathematics
- 2S3: Academic Proficiency in Science
- 3S1: Post-Program Placement
- 4S1: Non-Traditional Program Concentration
- 5S3: Program Quality-Participated in Work-Based Learning

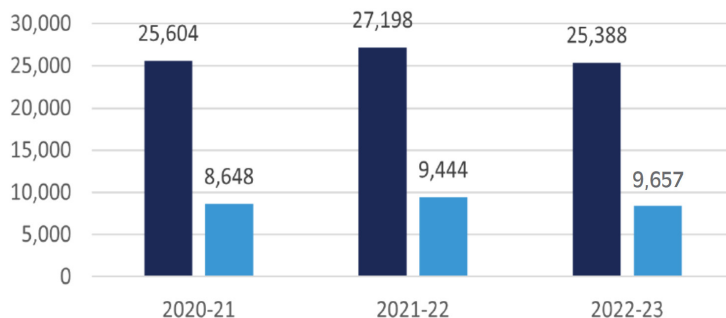
Postsecondary

- 1P1: Post-Secondary Placement
- 2P1: Earned Recognized Postsecondary Credential
- 3P1: Non-Traditional Program Concentration

97.88% In 2023, 97.88% of CTE Concentrators in North Dakota graduated on time compared to 83% of all high school students.

| | 2020-21 | | 2021-22 | | 2022-23 | |
|-------------------------------------|------------|-------------------|------------|-------------------|------------|-------------------|
| | Statewide | CTE Concentrators | Statewide | CTE Concentrators | Statewide | CTE Concentrators |
| Four Year Graduation Rate | 87% | 96.01% | 84% | 96.97% | 83% | 97.88% |
| Demographics | | | | | | |
| Asian American | 84% | 93.94% | 86% | 100% | 81% | 100% |
| Black | 81% | 87.18% | 71% | 91.43% | 69% | 94.4% |
| Hispanic | 73% | 90.76% | 72% | 94.89% | 68% | 92.7% |
| Native American | 70% | 88.41% | 65% | 87.56% | 65% | 95.58% |
| Native Hawaiian or Pacific Islander | 74% | 100% | 72% | 100% | 74% | 100% |
| White | 91% | 97.13% | 89% | 97.95% | 88% | 98.42% |

Statewide Enrollment



High School course enrollment in CTE is

38,151

(Duplicated Count)

25,388 or 74.47%
of all high school students are enrolled in a CTE course.

(Unduplicated Count)

CTE Concentrator: A student who has earned two or more credits in a single CTE program area recognized by the state.

Duplicated Count: One student may be enrolled and counted for data collection purposes in more than one course.

Unduplicated Count: A student is counted only once, even if that student is enrolled in and reported as a CTE concentrator in more than one program area.

Program Areas and Enrollment

**2022-23
STARS Data
(Duplicated)
Grades 9-12**

**2022-23
MIS03 Data
(Duplicated)
Grades 6-8**

Agricultural Education

Provides leadership, support, and curriculum integration for state agricultural education programs, the FFA CTSO, and postsecondary students in agriculture. Support instructors who provide one-to-one education for North Dakota farmers and ranchers enrolled in the North Farm Management Education Program.

5,617

3,636

Business Education

Provides leadership, support, and curriculum integration for state business education programs, the Future Business Leaders of America (FBLA) CTSO at the middle school, high school, and collegiate level.

8,087

9,616

Family & Consumer Sciences Education

Provides leadership, support and curriculum integration for state family and consumer sciences programs and the Family, Career and Community Leaders of America (FCCLA) CTSO.

10,320

8,428

Information Technology Education

Provides leadership, support, and curriculum integration for state information technology programs. Partnered with Cisco to provide free Networking and Information Communications Technology curriculum and training to schools. Provides secondary information technology students with free certification of Comp TIA IT Fundamentals, IC3, and MTA.

1,290

84

Marketing Education

Provides leadership, support, and curriculum integration for state marketing programs and the DECA CTSO. DECA prepares emerging leaders and entrepreneurs in marketing, finance, hospitality, and management in high schools and colleges.

2,579

0

Technology & Engineering Education

Provides leadership, support, and curriculum integration for state technology and engineering programs and the Technology Student Association (TSA) CTSO.

3,373

1,829

Trade, Industry, Technical Education, & Health Sciences Education

Provides leadership, support, and curriculum integration for state TITH programs and the SkillsUSA CTSO at the secondary and postsecondary level. Partners with a multitude of industry leaders to align technical programs and instructor certifications with national standards.

**Trade/
Industry/
Technical**

3,809

9

**Health
Sciences**

3,076

0

Totals

38,151

23,602

Program Support Services

Career Development

Provides leadership, support and curriculum integration for Career Development Programs in over 100 school districts. Provides career advisor training for counselors, educators and professionals interested in high school career development, leading to a globally recognized credential.

Career Resource Network

Provides technical support and guidance for RUReady.ND.gov, a web-based career information delivery system. Develops and delivers professional development resources to support career professionals and educators. Produces the *Career Outlook*, a resource with labor market information and college and career readiness information.

Education Data and Research

Updates Labor Market Information data for the Career Resource Network publications and other CTE program areas. Compiles, analyzes, and enters data in the Perkins Consolidated Annual Report portal.

Educational Equity

Assists schools in efforts to promote enrollments in and completion of programs leading to nontraditional careers.

Special Populations

Provides training and support for Career and Technical Resource Educators and Basic Skills Educators who provide academic assistance to at-risk CTE students in local schools and colleges.

Standards and Curriculum

Adopting national and/or industry standards in all CTE curricular areas. Integrating and identifying academic content throughout CTE curriculum.

Work-based Learning (WBL)

Provides training, leadership, resources and support for WBL Coordinators throughout the state to build a system of consistent, high-quality WBL experiences for all students.

New and Innovative Projects

Work-based Learning (WBL)

2022

- WBL Coordinator Endorsement & Training developed and implemented.
- 21 participants complete CTE WBL Coordinator Training.
- WBL Coordinators report an increase in WBL student experiences.
- Launched WBL Module through www.RUReadyND.gov partnering with Golden Path Solutions.
- More than 200 employers created accounts on the WBL Module to connect with educators and students.

2023

- Continues to expand, improve, and increase the effectiveness of WBL in North Dakota.
- Registration for CTE WBL Coordinator Training is open for new sessions starting March 1, 2023.

Capital Projects

The Capital Projects Fund, provided by the 67th Legislative Assembly, will expand access to Career and Technical Education opportunities through the construction of thirteen new and expanding CTE Centers and facilities.

Career and Technical Student Organizations (CTSOs)

CTSOs provide students with the opportunity to:

- Learn more about careers
- Develop leadership skills in preparation for college and career
- Test their skills at state and national competitions
- Participate in community service opportunities

| CTSO Chapters and Membership | | 2019-20 | 2020-21* | 2021-22 | 2022-23 | 2023-24 |
|------------------------------|----------|---------|----------|---------|---------|---------|
| DECA - High School | Chapters | 24 | 23 | 25 | 23 | 27 |
| | Members | 917 | 708 | 889 | 978 | 1,085 |
| DECA - Collegiate | Chapters | 9 | 9 | 9 | 8 | 8 |
| | Members | 205 | 143 | 172 | 149 | 143 |
| FBLA - High School | Chapters | 69 | 63 | 63 | 65 | 65 |
| | Members | 1,503 | 1,081 | 1,022 | 1,260 | 1,420 |
| FBLA - Middle School | Chapters | 15 | 10 | 21 | 21 | 21 |
| | Members | 99 | 61 | 160 | 191 | 172 |
| FBLA - Collegiate | Chapters | 4 | 3 | 4 | 4 | 4 |
| | Members | 25 | 21 | 32 | 45 | 31 |
| FCCLA | Chapters | 72 | 64 | 72 | 75 | 68 |
| | Members | 1,432 | 1,186 | 1,560 | 1,734 | 1,552 |
| FFA | Chapters | 90 | 85 | 93 | 94 | 95 |
| | Members | 6,227 | 6,252 | 7,141 | 8,000 | 7,118 |
| SkillsUSA | Chapters | 26 | 30 | 23 | 30 | 29 |
| | Members | 699 | 339 | 495 | 580 | 607 |
| TSA | Chapters | 25 | 17 | 16 | 18 | 14 |
| | Members | 321 | 196 | 184 | 233 | 154 |
| Total Chapters | | 334 | 304* | 326 | 337 | 331 |
| Total Members | | 11,428 | 9,987* | 11,655 | 13,164 | 12,282 |



DECA prepares emerging leaders and entrepreneurs for careers in marketing, finance, hospitality and management in high schools and colleges around the globe.



FCCLA promotes personal growth and leadership development through Family and Consumer Sciences education.



FBLA inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences.



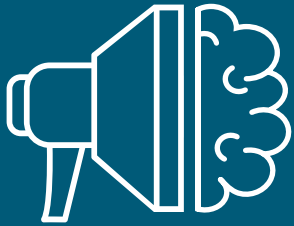
FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.



SkillsUSA is America's proud champion of the skilled trades. Our mission is to empower students to become skilled professionals, career-ready leaders and responsible community members.



TSA fosters personal growth, leadership, and opportunities in Science, Technology, Engineering, and Mathematics (STEM).



NORTH DAKOTA

Career and Technical Education

PREPARING TOMORROW'S WORKFORCE



North Dakota Department of Career and Technical Education
600 East Boulevard Avenue - State Capitol, 15th Floor
Bismarck, ND 58505-0610 Phone (701) 328-3180
www.cte.nd.gov
cte@nd.gov

About CTE

Career and Technical Education (CTE) prepares students, both youth and adults, for a wide range of careers. These careers require varying levels of education; high school diplomas and postsecondary certificates, apprenticeships, or two and four-year college degrees. Students add value to their overall education by completing CTE programs of study that provide opportunities to earn industry-recognized credentials and college credit while still in high school.

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

By meeting the current needs and anticipating the future demands of the economy, CTE is critical to our nation's economic success. CTE is a leader in building collaborative connections among education, economic development, and workforce development to ensure alignment of policies and program delivery. Standards are rigorous, blend academic and technical content, and are internationally benchmarked.

Career and Technical Education is a vital part of the total educational system. It provides equitable opportunities for all students to develop skills they need to:

- Learn through career development while meeting academic standards;
- Earn as productive citizens in a global society, and;
- Live as contributing members of their communities.

More than 11,000 students in North Dakota middle schools, high schools, colleges, and universities take part in career and technical student organizations (CTSOs) with others who share their career interests. CTSOs put students in contact with teachers and business people from their chosen career areas and let them practice the leadership, employability, and technical skills they'll need for success. The experience is fun and can lead to lifetime relationships with future professional colleagues.

Over
25,000
students are
enrolled in a CTE
Career Cluster
related
course.

CTE
Career Cluster
Programs have over
a 97% graduation
rate.

Our Future Workforce

With one of the lowest unemployment rates in the United States and a steady increase in job growth, North Dakota stands as a pinnacle of success for transferring secondary and post-secondary individuals into thriving members of the job force. To continue this path of success, programs must be given adequate support and attention to grow and evolve with technology and workforce needs. CTE is dedicated to providing the tools to administrators and students for advancing and exploring development.



Cross Cutting Clusters highlight the versatile and interconnected nature of today's workforce.



CTE Program Areas

AGRICULTURAL EDUCATION
 FAMILY AND CONSUMER SCIENCES EDUCATION
 CAREER DEVELOPMENT
 INFORMATION TECHNOLOGY EDUCATION
 HEALTH SCIENCES EDUCATION
 TECHNOLOGY & ENGINEERING EDUCATION
 TRADES, INDUSTRY, & TECHNICAL EDUCATION
 BUSINESS EDUCATION
 MARKETING EDUCATION

Career Clusters

The Career Clusters serve as an organizational model to group occupations with similar traits. Essential skills and knowledge for each cluster have been identified and provide the foundation for CTE curriculum development and instruction. Students are able to create plans of study which result in a complete range of career options. As such, career clusters help students discover their interests and abilities, and empowers them to choose the educational pathway that can lead to future success.

Program areas are designed to be fluid with the evolving work culture of today's society, making program areas overlap. This requires today's students and young professionals to diversify their soft and hard-skills to remain competitive and successful.

Career and Technical Student Organizations

DECA: DECA Prepares emerging leaders and entrepreneurs in high schools and college around the globe in marketing, finance, hospitality and management.

FBLA: (Future Business Leaders of America): The mission of FBLA and FBLA Collegiate is to bring business and education together in a positive working relationship through innovative leadership and career development programs.

FCCLA: (Family, Career and Community Leaders of America): Students focus on multiple roles of a family and community member; members develop skills for life through character development, creative and critical thinking, interpersonal communications, practical knowledge and career preparation.

FFA: A program dedicated to developing student potential for premier leadership, personal growth, and career success through agricultural education.

SkillsUSA: A partnership of students, teachers and industry representatives working together to ensure America has a skilled workforce. Activities in local chapters revolve around preparation for competitions in a broad range of leadership and career skills.

TSA: (Technology Student Association): Provides students the ability to gain leadership and opportunities in technology, innovation, design and engineering. TSA members prepare for challenges of a dynamic world by promoting technological literacy, leadership and problem solving resulting in personal growth and opportunities.

HOSA: (Health Occupations Students of America): This student-led organization creates a local program of work to engage in community service, explore healthcare workforce opportunities, and experience personal growth.



Career Resources

Work-Based Learning and the Next Step in Career Development



North Dakota Career and Technical Education (NDCTE) provides RUReady.ND.gov to students across the state as part of its commitment to preparing tomorrow's workforce. This dynamic platform is widely used by schools, offering resources for creating 4-year rolling plans, exploring and planning careers, engaging in work-based learning, and preparing for postsecondary pathways. RUReady.ND.gov empowers students to take control of their future by providing the tools to make informed decisions about their education and career options.

Work-Based Learning

Aims to prepare students for the emerging job force by giving the unique opportunity of working and developing critical skills.

A Message from Wayde Sick, Director of Career and Technical Education:

The North Dakota Department of Career and Technical Education (NDCTE) supports CTE programs through several key initiatives:

- **Funding:** NDCTE provides financial assistance to schools and institutions to develop and enhance CTE programs. This includes federal Perkins funding and state grants to support equipment purchases, curriculum development, and program expansion.
- **Standards Development:** The department collaborates with educators and industry partners to develop industry-based standards, to ensure curriculum provided locally meets the needs of today's workforce.
- **Professional Development:** NDCTE offers training and resources for educators, helping them stay current with industry trends and instructional best practices.
- **Industry Partnerships:** By fostering relationships with business and industry leaders, NDCTE helps schools provide work-based learning opportunities, internships, and apprenticeships.
- **Program Evaluation and Improvement:** The department regularly evaluates CTE programs to ensure quality and effectiveness, providing feedback and support for continuous improvement.

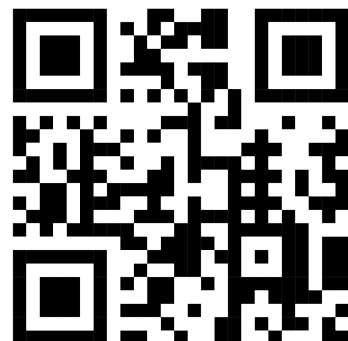
These combined efforts enable NDCTE to strengthen Career and Technical Education statewide, fulfilling its commitment to preparing tomorrow's workforce.

To support the effective use of RUReady.ND.gov, NDCTE offers workshops and resources to help educators integrate the platform into their work with students.

Check us out on Facebook and X!

facebook.com/NorthDakotaCTE/

[@NorthDakotaCTE](https://twitter.com/NorthDakotaCTE)



cte.nd.gov

2025-27 Department of Career and Technical Education Legislative Priorities

For the 69th Legislative Session, the Department of Career and Technical Education has identified the following as budget priorities. The following change packages are both increases to the agency's base budget and one-time requests.

On-going requests – To be included in the base budget

Cost to Continue – \$4 million

Currently High School Career and Technical Education programs are reimbursed at our comprehensive high schools at 27% and 40% at the Area Career and Technology Centers. To account for increases in costs and maintain reimbursement rates, the Department is requesting \$4 million for cost to continue. – The Department is currently drafting a revised funding policy, that is based on outcomes instead of costs, which will incentivize high quality programs and reduce the red-tape the current funding policy requires.

New Programs – \$22 million

Every year, new CTE programs are introduced and make substantial expansions. To support these programs, not at the expense to reimbursement of existing programs, the agency is requesting \$22 million. This will include provide funding for new programs at comprehensive high schools, existing and new Area Career and Technology Centers. The new Centers were funded with CTE Capital Project Grant in the 2021-23 biennium and will began operation in the 2023-25 or 2025-2027 biennium. This funding will continue to provide for more equitable access to diverse and quality CTE programs, to more students, in more areas of the state. New programs must align with in-demand occupations, as identified by the North Dakota Workforce Development Council.

Work-Based Learning Coordinators - \$1.5 million

To continue to expand work-based learning opportunities, the Department of Career and Technical Education is requesting \$1.5 million to continue to increase access to work-based learning coordinators, to be located throughout the state, primarily housed at Area Career and Technology Centers. These positions would be the conduit between education and business, developing work-based learning opportunities as well as support the Learn Everywhere Initiative, as passed by the 67th Legislative Assembly. This total grant allocation will be \$3 million.

TrainND - \$1.6M

TrainND requests base funding of \$2.5 million, and an additional \$1.6 million for a FY26 – FY27 pilot program to expand outreach initiatives into regional areas of opportunity and further drive workforce education and training numbers higher throughout the state. The pilot program would add one sales-focused FTE per region, strategically locating the FTE person within each region to maximize efficiency and expansion opportunity.

Marketplace for Kids - \$150,000

Marketplace for Kids is requesting an additional \$150,000, bringing the total allocation to \$450,000. This is the first increase requested since 2012. The request is to support Native American-Focused Programming, address a reduction in community and sponsorship funding and to address general increases in costs.

STEM Ecosystem - \$250,000

Funding is to support the hiring of staff for the STEM Ecosystem, to better manage the activities of the Ecosystem, secure private dollars to support STEM Education and to manage any grants that may be created with private funds.

Career and Technical Education Recruitment Strategies - \$650,000

This funding would be instrumental in supporting the development of new teachers. This would be a combination of assigning mentors for first- and second-year educators as well as support the tuition costs for individuals transitioning into the career and technical education field.

Virtual Reality Career Exploration - \$2,000,000

This funding request is to continue to provide and evolve immersive media opportunities for career exploration and awareness across Career and Technical Education. This can include hardware, software, and/or immersive spaces.

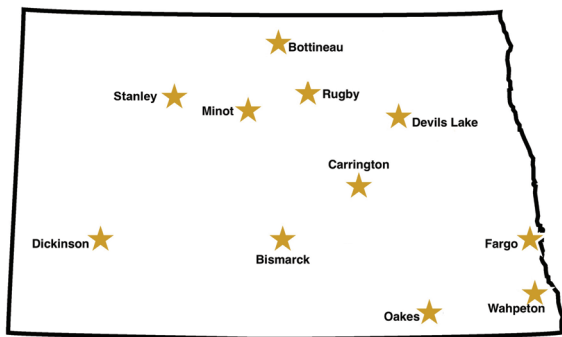
Additional FTEs - \$600,000

Two additional FTEs are being requested to provide outreach and support for the ND Office of Apprenticeship. The intent of these staff is to provide outreach and awareness to employers, educators, and students on the value of apprenticeship programs. Also, a focus would be to develop youth and pre-apprenticeship opportunities, to further assist developing workforce pipelines.

One-Time Optional Requests

CTE Capital Projects Program - \$56 million

Although thirteen different projects were funded across the state during the 2021-23 biennium, there are still gaps in the state where Area Career and Technical Education centers are not serving. This funding is to continue the initiative, started in the 2021 Legislative Session, to close the gaps on access to quality and diverse CTE programming. Current CTE Centers would also be able to tap into this funding, to continue to expand their offerings.



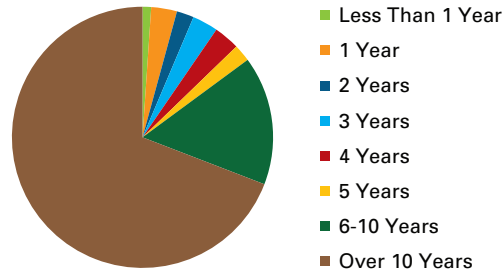
ND Farm Management Locations

- Bismarck**
Bismarck State College
- Bottineau**
Dakota College at Bottineau
- Carrington**
Carrington Research Extension Center
- Devils Lake**
Lake Region State College
- Dickinson**
Dickinson Research Extension Center
- Fargo**
ND State College of Science, Fargo
- Minot**
North Central Research Extension Center
- Oakes**
Southeast Area Vocational Center
- Rugby**
Hartley's Mall
- Stanley**
208 S Main Street, Office 1
- Wahpeton**
ND State College of Science

ND FARM MANAGEMENT EDUCATION

ND FARM MANAGEMENT EDUCATION

How many years have you been a member of the Farm Management analysis program?



Contact Information:

Nikki Fideldy-Doll

Supervisor Agricultural Education

701-328-3179 • nfideldy-doll@nd.gov
www.ndfarmmanagement.com

@North Dakota Farm Management Education Program



Sponsored by: North Dakota Department of Career & Technical Education
 Bismarck, North Dakota





Where Do You Receive Your Financial Education?

| | Farm Management | Lender/Accountant |
|--|-----------------|----------------------------------|
| Goal Setting | ✓ | |
| Explanation of Financial Documents | ✓ | Lender: Limited |
| Assessing Personal Skills | ✓ | |
| Help Establish a Record Keeping System | ✓ | Lender: Limited |
| Balance Sheet Preparation | ✓ | Lender: ✓ Accountant: Limited |
| Financial & Production Trends | ✓ | Lender: Limited |
| Cash Flow Planning | ✓ | Lender: ✓ |
| Cash Reconciliation | ✓ | Lender: ✓ Accountant: ✓ |
| Income Statement | ✓ | Lender: ✓ Accountant: Limited |
| Year End Analysis | ✓ | Lender: Limited |
| Crop & Livestock Enterprise Analysis | ✓ | Lender: Limited |
| Explanation of Financial Numbers | ✓ | Lender: Limited |
| Cost of Production Per Unit | ✓ | |
| Analyzing Alternatives | ✓ | |
| Risk Management & Marketing | ✓ | |
| Tax Planning Preparation | ✓ | Lender: Limited Accountant: ✓ |

Our Mission: To provide lifelong learning opportunities in economic and financial management for persons involved in the farming and ranching business.

Provides Instruction/Assistance in:

- Business/Family goal setting
- Improving the farm or ranch's recordkeeping system
- Increasing the knowledge of farm and ranch financial management through planning and business analysis
- Developing an understanding of the financial strengths and weaknesses of the farm or ranch business
- Improving the efficiency and organization of the farm or ranch business
- Developing the operator's and family's appreciation of the effects of current and long term decisions
- Benchmarking – operator has an opportunity to compare his farm profit, balance sheet ratios and farm enterprises to similar farms in their Region and the State



What are producers saying about our program?

"The Farm Management Program is absolutely a critical tool for my operation. It is vital to securing my operating funds. It is crucial to my decision making. It is extremely useful when comparing to other producers throughout the state to evaluate things that are good to poor. Every farm operation, large or small, should be required to participate in this program."

- Bismarck State College Program Enrollee  BISMARCK STATE COLLEGE

"It has allowed us to make more intelligent decisions based on the information provided to us in the packet. It has allowed our lender to also better understand the farming operation. With the stress and tight margins in the farm sector today, the Farm management program is a wonderful working tool to assist all involved in the operation."

- Dakota College at Bottineau Program Enrollee  DAKOTA COLLEGE AT BOTTINEAU

"It's nice to have someone you can talk to that knows & understands your operation and is willing to help you achieve your personal goals. The Farm Management Program is a very valuable source of guidance for my operation."

- North Dakota State College of Science Program Enrollee  NDSU



ND FARM MANAGEMENT EDUCATION

2024-2025 INSTRUCTOR LIST

| City | Instructor | School Host | Address | Phone |
|-------------|--|-----------------------------|--|--|
| Bismarck | Thomas Wood thomas.j.wood@bismarckstate.edu | Bismarck State College | Bismarck State College 1500 Edwards Avenue Bismarck, ND 58506 | 701-224-5417 (o) 406-534-1981(c) |
| Bottineau | Linda Burbidge linda.burbidge@dakotacollege.edu | Dakota College at Bottineau | Dakota College at Bottineau 105 Simrall Blvd Bottineau, ND 58318 | 701-228-5442 (o) 701-388-2727 (c) |
| Carrington | Jason Fewell jason.fewell@lrsc.edu | Lake Region State College | Carrington Research Extension Center PO Box 219 663 Hwy 281 NE Carrington, ND 58421 | 701-652-2951 (o) Ext: 119 701-331-1363 (c) |
| Devils Lake | Darren Wilcox darren.wilcox@lrsc.edu | Lake Region State College | Lake Region State College 1801 College Dr. North Devils Lake, ND 58301 | 701-662-1562 (o) 701-350-2965 (c) |
| Fargo/Oakes | Kelcey Hoffmann kelcey.hoffmann@ndscs.edu | ND State College of Science | Mail To: North Dakota State College of Science-Fargo 1305 19 th Ave N Fargo, ND 58102 SE Region Career & Technical Center-Oakes 924 7 th Street South Oakes, ND 58474 | 701-231-6931 (o) 701-535-0165 (c) |
| Minot | Lynsey Aberle lynsey.aberle@dakotacollege.edu | Dakota College at Bottineau | North Central Research Extension Center Farm Management Education Attn: Lynsey Aberle 5400 Hwy 83 South Minot, ND 58701 | 701-857-7660 (o) 701-720-2323 (c) |
| Rugby | Morgan Stutrud morgan.stutrud@dakotacollege.edu | Dakota College at Bottineau | Farm Management Education 126 2 nd Street SW Suite 108 Rugby, ND 58368 | 701-776-5095 (o) 785-458-8475 (c) |
| Stanley | Duane Kabanuk duane.kabanuk@dakotacollege.edu | Dakota College at Bottineau | North Central Research Extension Center Farm Management Education Attn: Duane Kabanuk 5400 Hwy 83 South Minot, ND 58701 | 701-306-4487 (c) |
| Wahpeton | Leah Maertens leah.maertens@ndscs.edu | ND State College of Science | ND State College of Science 800 N 6 th St Wahpeton, ND 58076 | 701-671-3031 (o) 701-671-3031 (c) |

Full-Time North Dakota Farm Management Education Enrollment Report

Fiscal Year 2023 - 24

| School | Total Male | Total Female | Total Enroll | New Enroll | # of Farms | FSA Required | Farm Analysis | Tenure With ND Farm Management Education | | | | | | | |
|--------------------------------------|------------|--------------|--------------|------------|------------|--------------|---------------|--|--------------------|------------------|--------------------|------------------|--------------------|----------------|------------------|
| Located in Postsecondary Institution | | | | | | | | Male 0 - 3 Years | Female 0 - 3 Years | Male 4 - 6 Years | Female 4 - 6 Years | Male 7 - 9 Years | Female 7 - 9 Years | Male 10+ Years | Female 10+ Years |
| BSC - Bismarck | 63 | 49 | 112 | 14 | 64 | 11 | 41 | 24 | 15 | 5 | 5 | 6 | 5 | 28 | 24 |
| BSC - Bismarck/Dickinson | 4 | 3 | 7 | 2 | 4 | 0 | 1 | 2 | 2 | 0 | 0 | 1 | 1 | 1 | 0 |
| LRSC - Carrington | 70 | 56 | 126 | 1 | 60 | 1 | 48 | 2 | 0 | 4 | 4 | 9 | 6 | 55 | 46 |
| LRSC - Devils Lake | 28 | 14 | 42 | 4 | 28 | 5 | 25 | 8 | 3 | 5 | 2 | 0 | 0 | 15 | 9 |
| DCB - Bottineau | 26 | 18 | 44 | 2 | 25 | 7 | 22 | 9 | 5 | 3 | 2 | 3 | 2 | 11 | 9 |
| DCB - Bottineau - Minot | 58 | 29 | 87 | 6 | 56 | 8 | 55 | 14 | 6 | 15 | 9 | 8 | 3 | 21 | 11 |
| DCB - Bottineau - Rugby | 29 | 19 | 48 | 12 | 29 | 5 | 26 | 13 | 5 | 3 | 2 | 3 | 3 | 10 | 9 |
| DCB - Bottineau - Stanley | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 0 |
| NDSCS - Fargo | 36 | 4 | 40 | 3 | 42 | 2 | 31 | 5 | 3 | 6 | 1 | 7 | 0 | 18 | 0 |
| NDSCS - Wahpeton | 39 | 4 | 43 | 4 | 39 | 0 | 18 | 6 | 0 | 3 | 1 | 4 | 1 | 26 | 2 |
| | | | | | | | | | | | | | | | |
| TOTAL | 354 | 197 | 551 | 50 | 348 | 40 | 268 | 84 | 40 | 44 | 26 | 41 | 21 | 185 | 110 |
| Previous Year | 387 | 236 | 623 | 8 | 346 | 64 | 343 | | | | | | | | |

ND FARM MANAGEMENT EDUCATION

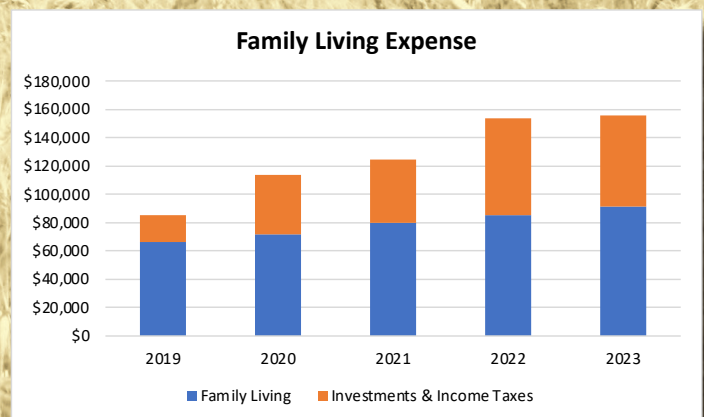
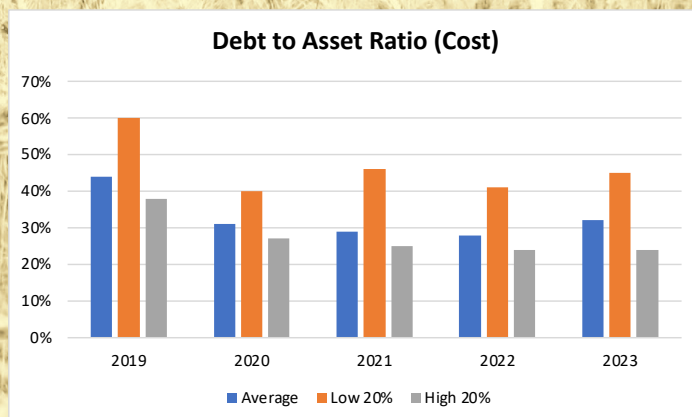
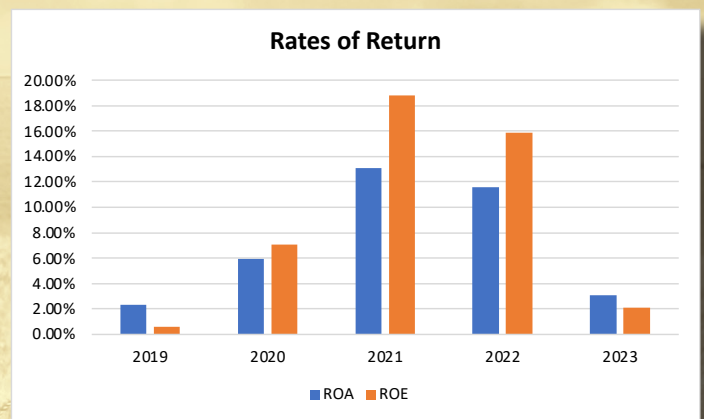
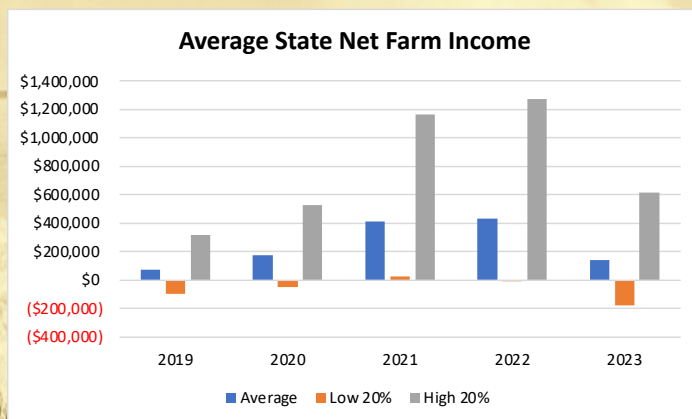
Highlights from the 2023 North Dakota Averages

The average net farm income for the 230 farms that were included in the 2023 North Dakota Farm Management Education Report was \$139,574 compared to \$430,678 in 2022. Median net farm income, a representation of the typical farm, was \$73,462 compared to \$253,784 in 2022 and \$262,188 in 2021.

Statewide the crop yields were slightly higher than the previous year with the exception of soybeans, sunflowers, and durum, which were all down slightly from 2022. Producers dealt with falling commodity prices both during and after harvest and received significantly less income from government payments and crop insurance. Sugar beets had the highest net return per acre at \$384.93 followed by pinto beans at \$254.48, barley at \$125.31, soybeans at \$99.31 and, durum at \$98.79 per acre, respectively.

The cow/calf producers experienced higher market prices in 2023 which aided in a higher net return of \$236.98 per cow. This was a \$285.45 increase from 2022. The average weaning weight was unchanged in comparison to 2022 at 521 pounds. Feed cost was roughly \$100 higher at \$543.52 per cow and producers sold calves at an increased value of \$262.75 per hundred weights compared to \$194.09 in 2022.

The rate of return on assets was 3.1% and the rate of return on equity averaged 2.1%. This indicates that borrowed money wasn't quite making returns back to the operation with a lower return on equity in 2023. Term debt coverage ratio decreased from 4.31 in 2022 to 1.51 in 2023. This ratio represents the ability of the average farmer to make payments with money left over for family living costs and taxes. Working capital for the group averaged \$560,334 compared to \$782,447 in 2022. The net farm income ratio decreased from 29.1% in 2022 to 10.2% in 2023, putting farms in a less efficient position in comparison to last year.



Highlights from the 2023 Red River Valley Averages

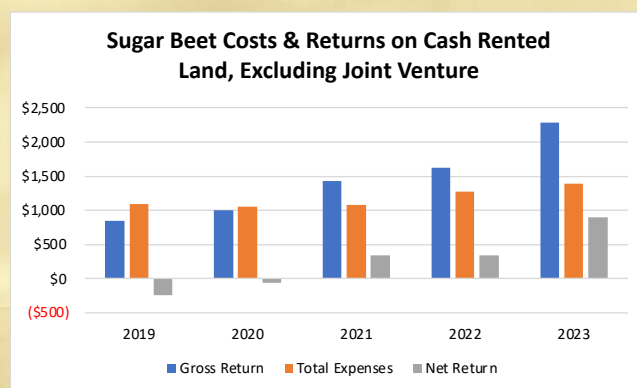
Overview for Red River Valley

After years of strong profits, the Red River Valley experienced a drastic reduction in net farm income in 2023. The regional report consisting of 203 farms showed an average net farm income of \$305,338. This is a decrease of \$210,274 from the previous year's net farm income of \$515,612. This was primarily caused by decreased commodity prices and increased operating costs. The average operator in the Red River Valley was 47 years old with 23 years of farming experience. In 2023, the average farm consisted of 1,943 crop acres which is up slightly from 1,858 acres in 2022. The average farm's operating expense ratio was 73.8% compared to 63.0% in 2022 and the net farm income ratio decreased to 17.2% from 28.3%. The average farm showed a decrease in their current ratio to 2.23 compared to 2.58 in 2022.

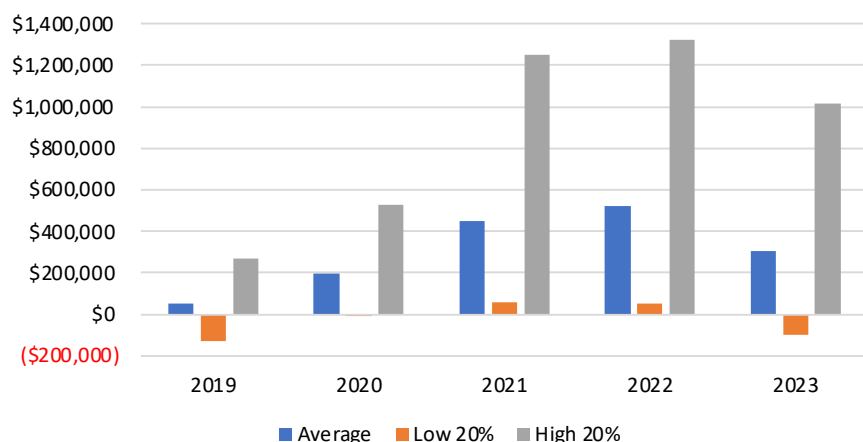
Due to lower commodity prices, 2023 net crop return per acre drastically declined in comparison to 2022 net returns with the exception of sugar beets. Most notably, corn dropped from \$241.68 per acre in 2022 to \$22.78 per acre, soybeans dropped from \$157.70 in 2022 to \$64.45 per acre, and wheat dropped from \$102.18 in 2022 to -\$3.59. Sugar beets saw an increase from \$341.42 per acre in 2022 to \$896.67 per acre in 2023.

2023 Average Crop Yields and Returns on Cash Rented Land

| | <i>HRSW (bu/ac)</i> | <i>Soybeans (bu/ac)</i> | <i>Corn (bu/ac)</i> |
|-------------------------------|-------------------------|-----------------------------|-------------------------|
| Yield/ac | 68.01 | 42.75 | 171.60 |
| Total Cost/ac | \$525.96 | \$447.08 | \$809.06 |
| Net Return/ac | \$102.18 | \$157.70 | \$241.68 |
| Cost/Unit Produced | \$7.73 | \$10.46 | \$4.71 |



Red River Valley Net Farm Income



Summary of Cash Flows

Gross Farm Income \$1,679,143
 Non Farm Income \$41,886
 Total Cash Farm Exp. \$1,298,164
 Income Taxes \$35,191
 Family Living \$94,965
 Money Borrowed \$770,131
 Principal Payments \$615,007

The average net farm income for 2023 was \$305,338 compared to \$519,837 in 2022. In addition, non-farm income averaged \$41,886 in 2023 compared to \$42,048 in 2022.

Highlights from the 2023 North Dakota Region 2 Averages

Overview for Region 2

The north central region of North Dakota had a sharp decline of profitability in 2023 due to decreased commodity prices. The regional report from 116 farms showed a net farm income (NFI) of \$74,902, which was a decrease of \$249,830 from the previous year's NFI of \$323,922. In 2023, the average farm consisted of 1,957 crop acres, and 283 acres of pasture, crop acres are up slightly from acreage reported in 2022 but pasture acres decreased. The average farm operator's age decreased slightly to 44.4 years of age from 44.9 and has been farming for 19.2 years. The average farm's operating expense ratio was 79.8% compared to 61.9% in 2022 and the net farm income ratio decreased to 7.3% from 29.0%. The average farm showed a decrease in their current ratio to 1.92 compared to 3.03 in 2022.

Crop yields increased slightly in most cases but due to lower commodity prices 2023 net crop return per acre drastically declined in comparison to 2022 net returns. Most notably, canola dropped from \$123.14 per acre in 2022 to \$4.84 per acre, corn dropped from \$78.42 in 2022 to -\$7.07 per acre, and soybeans dropped from \$101.84 in 2022 to \$39.37. Barley, however, saw an increase from \$39.50 per acre in 2022 to \$83.16 per acre in 2023.

Cow/Calf producers saw a substantial increase in returns in 2023 from 2022. The average gross margin for whole herd with backgrounding was \$1,083.86 per cow with a net return of \$566.66 per cow. Compared to 2022, this was an increase of \$351.57/cow in gross margin and an increase of \$580.74/cow in net return. Direct and overhead costs per cow showed a decrease of \$228.97 from 2022 to \$517.2. Direct and overhead costs per cwt. produced were \$100.99/cwt., compared to \$150.96/cwt. in 2022. Average prices received were \$276.77/cwt in 2023, \$96.65 higher than the \$180.12/cwt received in 2022.

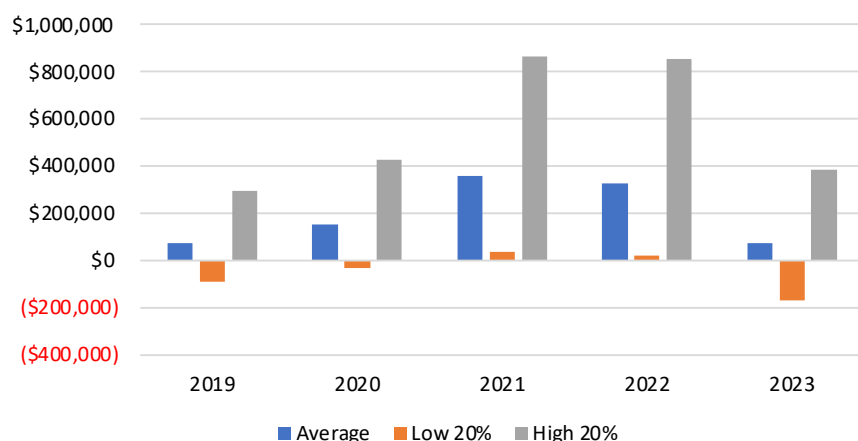
2023 Average Crop Yields and Returns on Cash Rented Land

| | Soybeans (bu/ac) | Barley (bu/ac) | Canola (cwt/ac) | HRSW (bu/ac) | Corn (bu/ac) | Peas (bu/ac) |
|--------------------|---------------------|-------------------|--------------------|-----------------|-----------------|-----------------|
| Yield/ac | 29.05 | 65.38 | 20.34 | 55.65 | 100.89 | 34.66 |
| Total Expense/ac | \$340.03 | \$372.56 | \$462.55 | \$406.98 | \$501.86 | \$286.57 |
| Net Return/ac | \$39.37 | \$83.16 | \$4.84 | \$11.54 | \$(7.07) | \$50.44 |
| Cost/unit produced | \$11.70 | \$5.70 | \$22.74 | \$7.31 | \$4.97 | \$8.27 |

2023 Cow/Calf w/backgrounding

| | Average |
|----------------------|-----------|
| Gross Margin/cow | \$1083.86 |
| Direct Expense/cow | \$453.87 |
| Overhead Expense/cow | \$63.33 |
| Total Expense/cow | \$517.20 |
| Net profit per cow | \$566.66 |

Region 2 Net Farm Income



The average net farm income for 2023 was \$74,902 compared to \$323,922 in 2022. In addition, non-farm income averaged \$48,132 in 2023 compared to \$32,194 in 2022.

Summary of Cash Flows

Gross Farm Income \$934,735
 Non Farm Income \$52,697
 Total Cash Farm Exp. \$732,231
 Income Taxes \$17,335
 Family Living \$87,476
 Money Borrowed \$702,685
 Principal Payments \$516,289

Highlights from the 2023 North Dakota Region 3 Averages

Overview for Region 3

The south-central region of North Dakota had a less profitable year than 2022, with net farm income decreasing for the first time after four consecutive years of increases. The regional report consisting of 47 farms showed a net farm income of \$319,533, which is down 58.5% from 2022's profit of \$769,741. The average farm operator was 48.2 years of age and had been farming for 24.6 years. In 2023, the average farm consisted of 3,493 crop acres and 485 acres of pasture or rangeland, crop acres are up slightly from 2022 while pasture acres decreased. The average farm's operating expense ratio was 72.6% compared to 57.9% in 2022 and the net farm income ratio decreased to 14.3% from 32.7%. The average farm showed a decrease in their current ratio to 2.27 compared to 3.08 in 2022, which is still considered very strong.

2023 crop yields increased in comparison to 2022 for most crops. However, lower crop prices, significantly higher expenses, and reduced government and crop insurance payments caused a decline in net income for the region. Pinto beans and barley were the most profitable crops due to good yields and prices, followed by soybeans, corn, spring wheat, canola, and sunflowers. Net returns per acre for most crops were lower than 2022 returns. Pinto beans is a notable exception due to poor yields in 2022 causing net income to be significantly higher in 2023. Sunflower saw a 109% decline in net return per acre due to lower yields and significantly decreased prices.

The net income per beef cow (excluding backgrounding) for the region was \$270.06. This is 117% higher than the \$124.51 per cow earned in 2022. The average cost of production was \$837.64 per cow and \$213.66 per cwt. produced, within \$3 of the same measures for 2022.

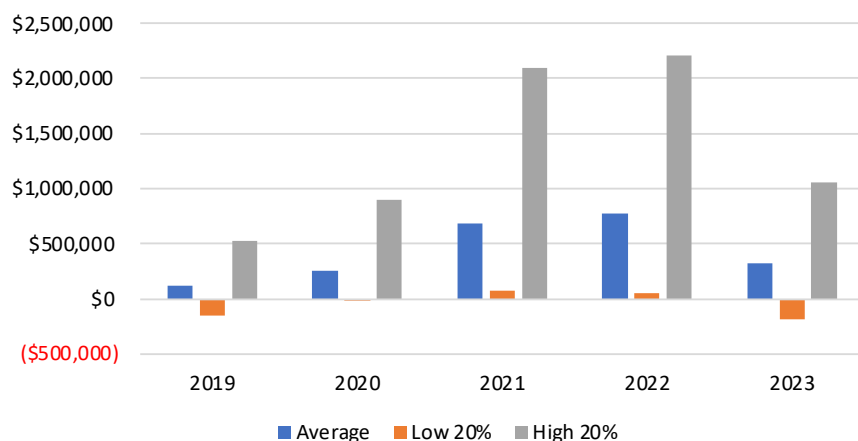
2023 Average Crop Yields and Returns on Cash Rented Land

| | HRSW (bu/ac) | Canola (cwt/ac) | Corn (bu/ac) | Soybeans (bu/ac) | Pinto Beans (cwt/ac) | Barley (bu/ac) | Sunflowers (cwt/ac) |
|--------------------|-----------------|--------------------|-----------------|---------------------|-------------------------|-------------------|------------------------|
| Yield/ac | 64.42 | 19.82 | 155.55 | 40.74 | 22.37 | 85.52 | 21.51 |
| Total Cost/ac | \$396.80 | \$493.97 | \$659.57 | \$361.63 | \$557.11 | \$443.91 | \$446.14 |
| Net Return/ac | \$57.52 | \$(19.69) | \$58.41 | \$149.90 | \$266.96 | \$167.34 | \$(27.00) |
| Cost/Unit Produced | \$6.16 | \$24.92 | \$4.24 | \$8.88 | \$24.90 | \$5.19 | \$20.74 |

2023 Cow/Calf

| | Average |
|----------------------|-----------|
| Gross Margin/cow | \$1107.70 |
| Direct Expense/cow | \$699.10 |
| Overhead Expense/cow | \$138.54 |
| Total Expense/cow | \$837.64 |
| Net return per cow | \$270.06 |

Region 3 Net Farm Income



Summary of Cash Flows

Gross Farm Income \$2,062,430
 Non Farm Income \$38,476
 Total Cash Farm Exp. \$1,536,069
 Income Taxes \$39,770
 Family Living \$117,177
 Money Borrowed \$1,810,939
 Principal Payments \$1,511,475

The average net farm income for 2023 was \$319,533 compared to \$769,741 in 2022. In addition, non-farm income averaged \$38,489 in 2023 compared to \$44,369 in 2022.

Highlights from the 2023 North Dakota Region 4 Averages

Overview for Region 4

The western region of North Dakota saw a decrease in net farm income in 2023. The regional report from 25 farms showed an average net farm income of \$89,434 which was \$265,362 lower than what we saw in 2022, due to lower crop commodity prices and lower government payments. The average farm consisted of 1952 crop acres and 1833 pasture acres. The average farm operator's age increased slightly to 48 years of age with 22 years of farming experience. The average farm's operating expense ratio was 77.7% compared to 61.4% in 2022 and the net farm income ratio decreased to 7.5% from 29.7%. The average farm's current ratio also decreased this year to 1.87 from 2.15 in 2022.

In 2023, soybean and corn yields were significantly higher while hard red spring wheat stayed similar to last year's yield. Despite lower crop prices, the crops were still profitable but certainly not as profitable as 2022.

Cow/calf producers had a tremendous year as the markets increased. The average gross margin for a whole herd with backgrounding was \$1,470.41 per cow with a net return of \$208.33 per cow. The average herd size was 150 cows and the average feed cost per cow was \$897.14. In addition, the average weaning percentage was about 88% with an average weaning weight of 546 pounds.

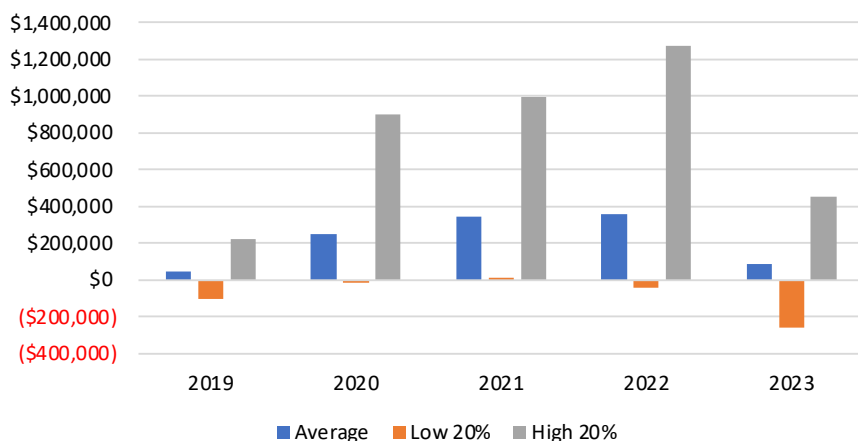
2023 Average Crop Yields and Returns on Cash Rented Land

| | <i>HRSW (bu/ac)</i> | <i>Corn (bu/ac)</i> | <i>Soybeans (bu/ac)</i> |
|-------------------------------|-------------------------|-------------------------|-----------------------------|
| Yield/ac | 54.67 | 144.14 | 37.74 |
| Total Cost/ac | \$398.42 | \$551.53 | \$348.38 |
| Net Return/ac | \$8.40 | \$51.39 | \$160.58 |
| Cost/Unit Produced | \$7.29 | \$3.83 | \$9.23 |

2023 Cow/Calf

| | <i>Average</i> |
|-----------------------------|----------------|
| Gross Margin/cow | \$1470.41 |
| Direct Expense/cow | \$1126.33 |
| Overhead Expense/cow | \$135.75 |
| Total Expense/cow | \$1262.08 |
| Net profit per cow | \$208.33 |

Region 4 Net Farm Income

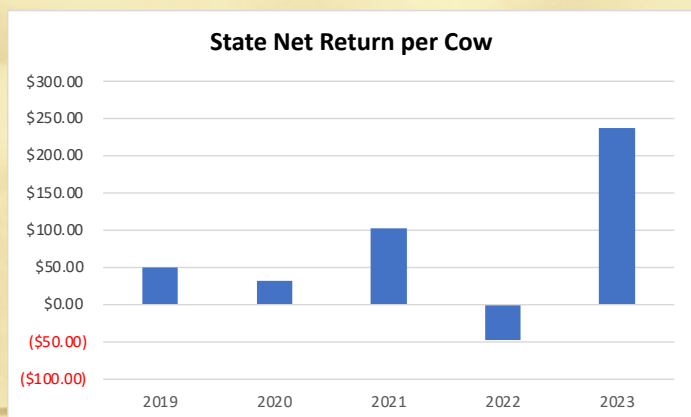
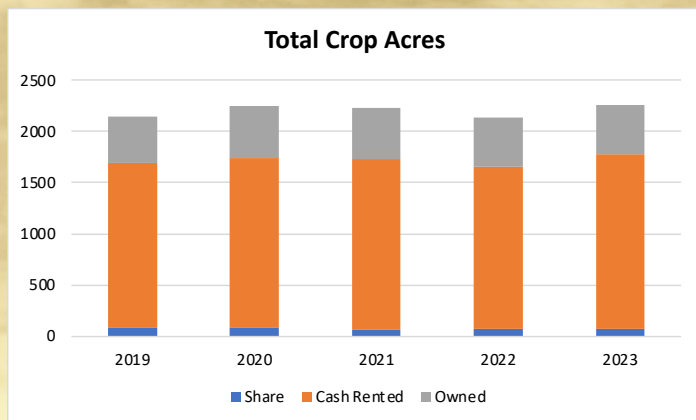


Summary of Cash Flows

Gross Farm Income \$1,079,550
 Non Farm Income \$63,848
 Total Cash Farm Exp. \$870,175
 Income Taxes \$12,909
 Family Living \$74,566
 Money Borrowed \$838,003
 Principal Payments \$710,824

The average net farm income for 2023 was \$89,437 compared to \$354,799 in 2022. In addition, non-farm income averaged \$63,848 in 2023 compared to \$44,103 in 2022.

More Highlights from the 2023 North Dakota Farm Management Education Program Averages



Cow-Calf Herds

| | 2023 | 2022 | Difference |
|---|----------|----------|------------|
| Average Weaning Weight | 521# | 521# | 0# |
| Average Price of Calves sold directly off cow | \$262.75 | \$194.09 | \$68.66 |
| Feed cost per Cow | \$543.52 | \$443.78 | \$99.74 |
| Net return per cow | \$236.98 | -\$48.47 | \$285.45 |

Beef Backgrounding

| | 2023 | 2022 | Difference |
|----------------------------|----------|----------|------------|
| Average lbs gained/head | 147.3# | 104.4# | 42.9# |
| Net return/cwt produced | \$43.57 | \$40.75 | \$2.82 |
| Average sale price | \$202.20 | \$148.83 | \$53.37 |
| lbs of feed fed/lb of gain | 17.46# | 10.39# | 7.07# |
| Average daily gain | 1.37# | 1.95# | -0.58# |

2023 ND Farm Management Education Instructors

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Dickinson – Kyle Olson
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Oakes – Kelcey Hoffmann
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Our Mission

“To provide lifelong learning opportunities in economic and financial management for adults involved in the farming and ranching business.”

[trainND]

SHOWCASE & HIGHLIGHTS

PRESENTED BY SARA VOLLMER | DEAN, CONTINUING EDUCATION

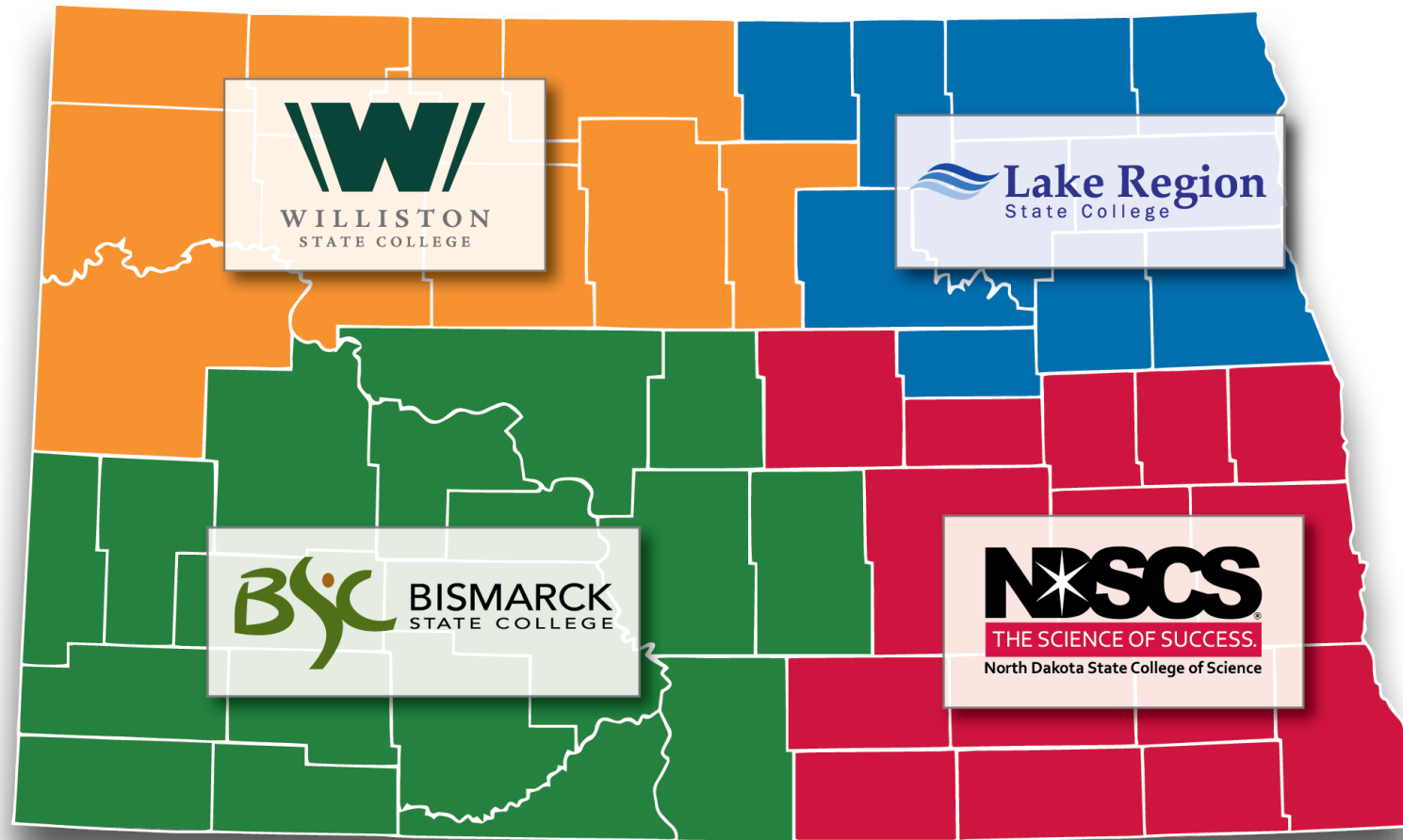
trainND

COLLABORATIVE NETWORK

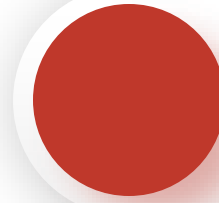
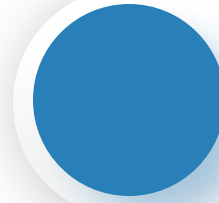
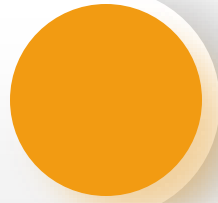


History of TrainND

TrainND Collaborative Network



Who Are We?



trainND

&

THE WORKFORCE



Workforce Needs



Demand for workforce is nationwide



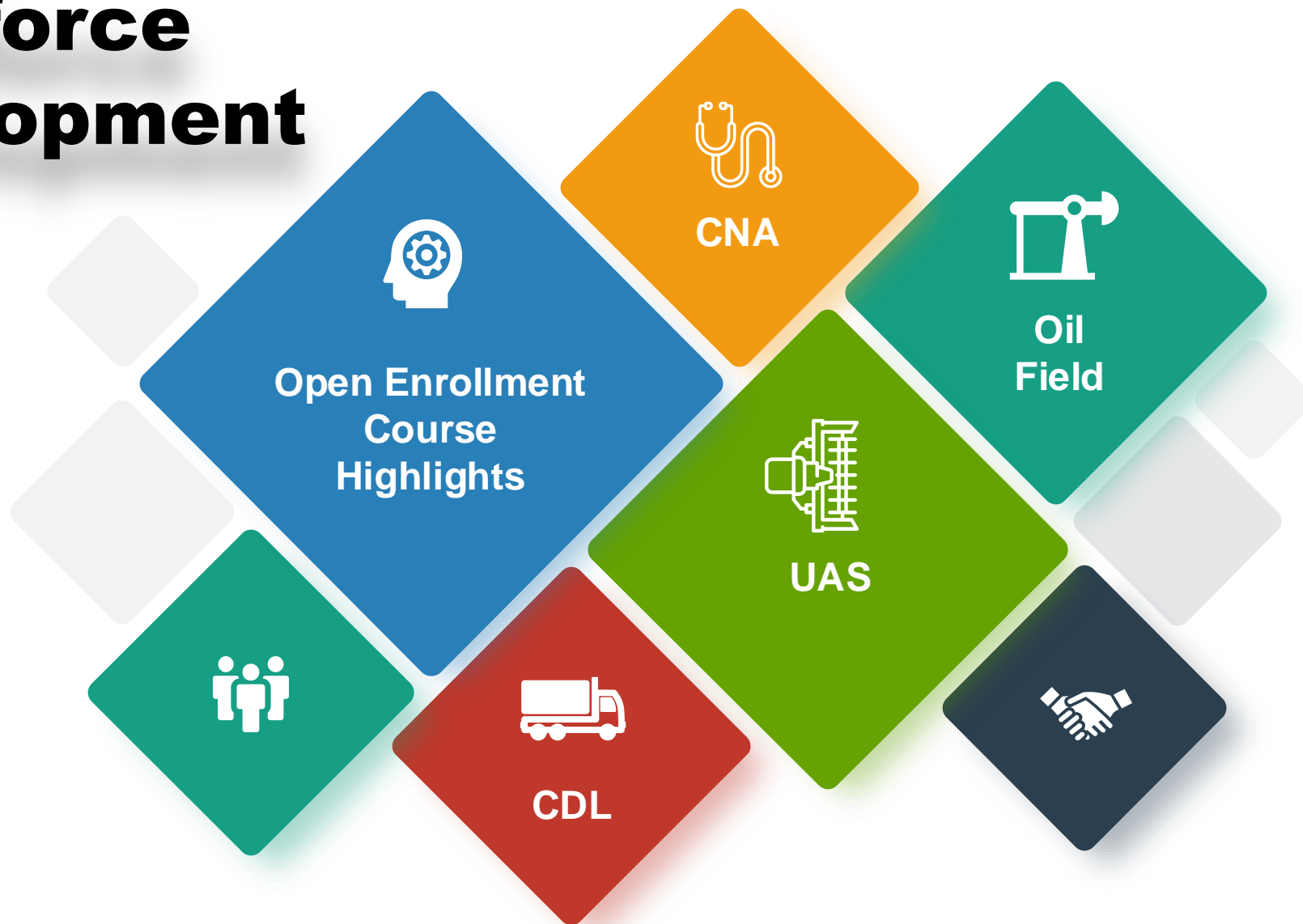
Tackling this challenge encompasses multiple agencies and programs



Each agency plays a role and works collaboratively

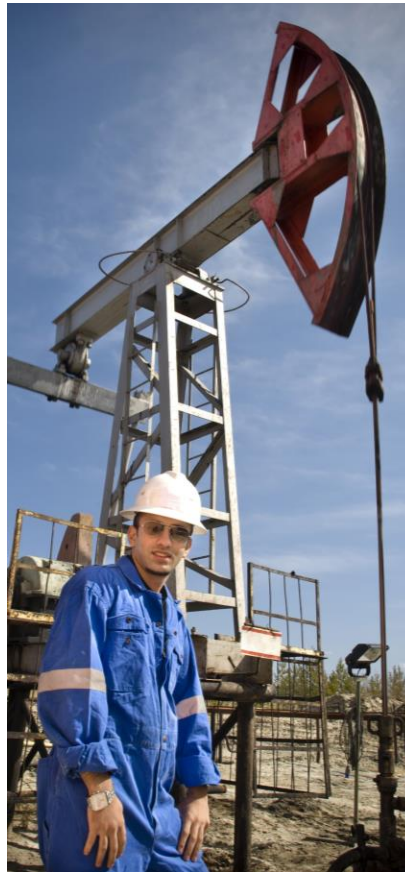
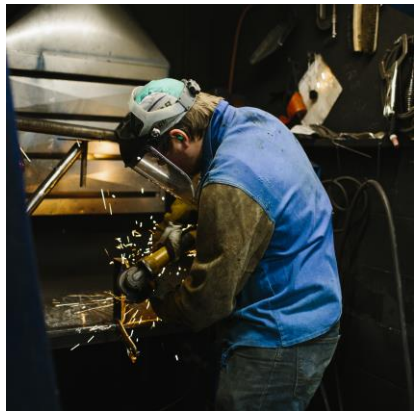


Workforce Development





Workforce Training



Industry



Healthcare



Energy

[It's a competitive world. Train for it.]

trainND & APPRENTICESHIPS



Apprenticeships



How Do Apprenticeships Help with Workforce?



Meet the
Students Where
They Are

Grow Your Own

Learn and Work
at the
Same Time

trainND

& THE STATS



FY 24 Annual TrainND Numbers & Highlights



1,621

Businesses
Served



11,686

Unduplicated
Participants



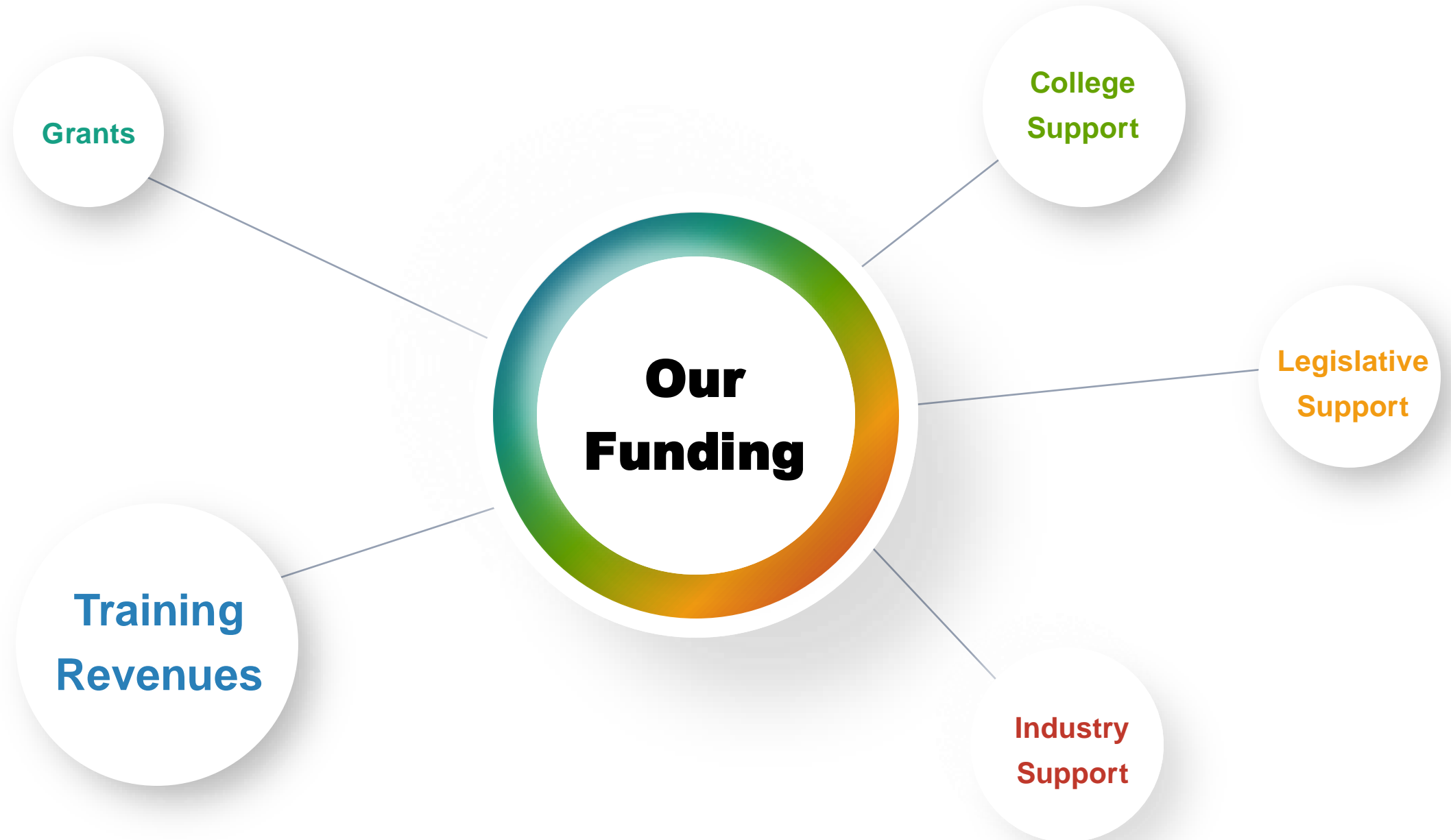
190,653

Contact
Hours



\$4,628,206

Total
Revenue

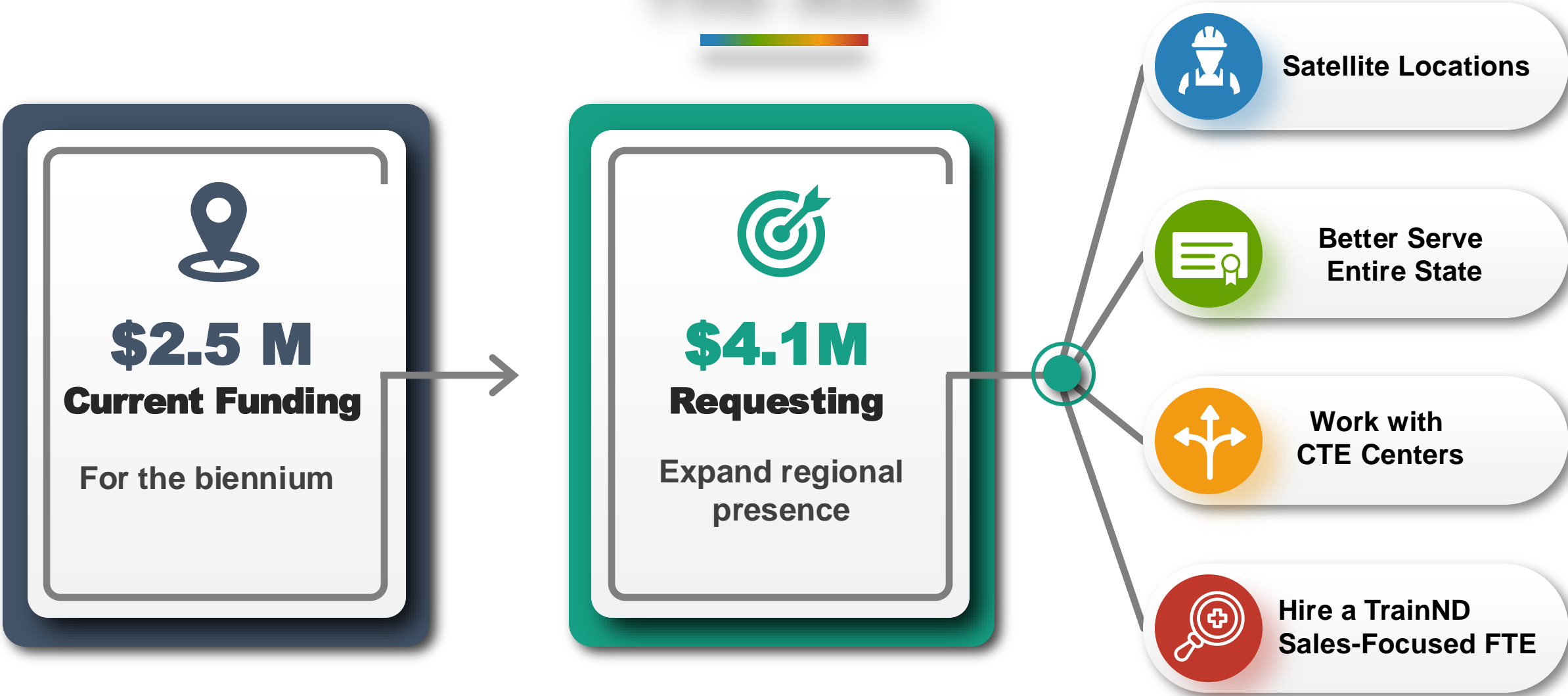


trainND

& THE OPPORTUNITIES



The Ask



**Questions?
Thank you!**

**ND 69th Legislative Assembly
ND Senate Appropriations Committee
SB2019 Testimony Document**

Content:

- 2024/25 Goals
- Performance
- 30th Year History
- “The Entrepreneurs of Tomorrow
Are Preparing Today!”
- Letters of Support



**Marketplace for Kids Inc.
106 Mathews St.
Mantador, ND 58058
701-242-7744**

www.marketplaceforkids.org

Contact:

**Executive Director
Robert Heitkamp**

rheitkamp@mfknd.org





Marketplace for Kids 2024-25



**The Entrepreneurs of Tomorrow
Are in Our Schools and Homes Today!**

Mission:

To encourage youth to explore entrepreneurship and self-employment through the recognition and development of their inventive, creative thinking and problem-solving skills.

Vision:

Our vision is for every student to receive entrepreneurship education and encouragement to become a lifelong partner in building stronger communities.



2024/25 Goals

- ✓ **Add New Education Day - Roundup, Montana** **9/25/24**
- ✓ **Add New Education Day - Grand Farm** **10/22/24**
- ✓ **Add New Education Day - Fort Totten** **11/1/24**
- ✓ **Add New Education Day - Belcourt** **2/21/25**
- ✓ **Raise Teacher/School Project Student reimbursement rate (ND ONLY) to \$25 per Student** **10/1/24**
- ✓ **Grow Overall Programming to "15" Sites** **May/25**

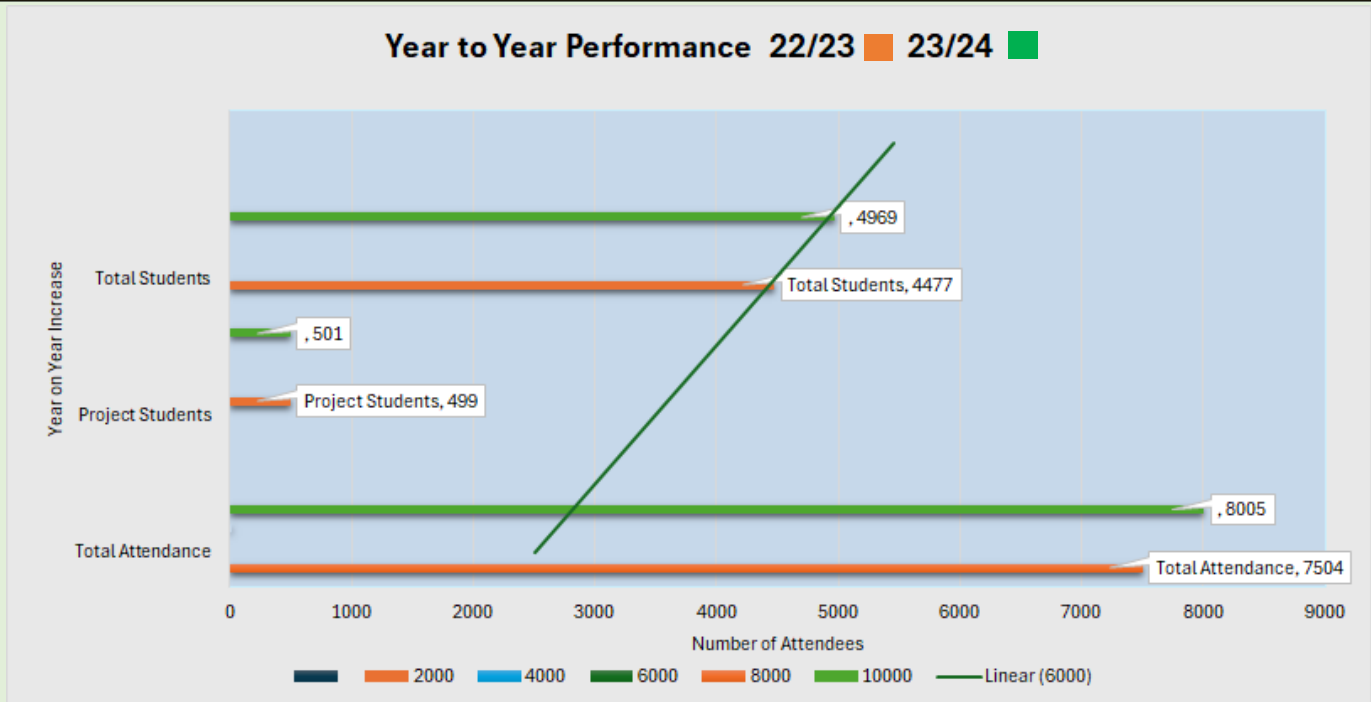
HOW DOES MFK ALIGN WITH CTE'S VISION?

Marketplace for Kids (MFK) aligns with North Dakota Career and Technical Education ND CTE's vision by annually offering entrepreneurial educational experiences based on labor market information tailored to the needs of North Dakota's business, industry, and private sector. Through partnerships with Career & Tech Centers, Colleges, and industry leaders, MFK leverages their expertise, equipment, and processes to introduce career choices to thousands of students, focusing on elementary students in grades 3-8 statewide. MFK addresses career awareness and skill development using up-to-date technology and instructional methods, providing youth with exploration opportunities and foundational skills necessary for entering the workforce.

ECONOMIC AFFECTS - PERFORMANCE - WHAT'S NEW!!!

2024/25 Projections

- ✓ **23/24 Number of State and/or Entrepreneurial Educators** **479**
- ✓ **Average Education Day Cost** **\$ 22,513.27**
- ✓ **Average student cost per day of Entrepreneurship Education** **\$49.84**
- ✓ **Account increases over Pre-Covid costs - Average Increase - 587%**
- ✓ **Smallest Account Increase - 35%/Largest Increase - 1,500%**



WHERE IS MARKETPLACE FOR KIDS NOW?

- ❖ In 2024/25 Marketplace for Kids has **15 Education Days** scheduled.
- ❖ We have added "3" new Education Days(ND) (**11,000 est. attendance this year!**)
- ❖ Classes such as "Electric Motors and Circuits" Presented by the ND State Electrical Board, "CareerVeiwXR" Presented by MFK, "Lessons About Your Money" Presented by JumpStart ND, "Young Workers - Talking Safety" Presented by ND Workforce Safety & Insurance and "DIY Breadboard Circuit" Presented by Edu Tech are scheduled at all Education Days for the 24/25 year.
- ❖ Communities struggle to keep people in their community and retain their workforce. MFK provides the "critical" first look into entrepreneurship as a career and/or a specific career choice that is available in their regional area. This gives students a sense of "belonging" and begin their path into "Skill Based Learning"!

Celebrating
1995 30 Years 2025

IGNITING THE SPIRIT OF INNOVATION

Our vision is for every student to receive entrepreneurship education and encouragement to become a lifelong partner in building stronger communities. Since 1999, student participation in our program has totaled nearly 150,000!

We believe that youth are skilled, innovative people who will continue to power a diversified, vigorous economy.



15

Education Days
2024-2025 Season

4969

Students
2023-2024 Season

899

Teachers
2023-2024 Season

25,838

Student Projects
Since 1999

244,691

Total Attendance
Since 1999

19,824

Volunteers
Since 1999

Marketplace
for



Igniting the Spirit of Innovation!



Marketplace for Kids

“The Entrepreneurs of Tomorrow Are Preparing Today!”

WHAT’S AN EDUCATION DAY?

Education Days offer a distinctive experience where students engage in hands-on activities to explore careers, technology, and the future, with a strong emphasis on entrepreneurship and innovation. The event includes brief, interactive classes that help students delve into career fields, STEAM, self-employment skills, new technology, and entrepreneurship. Additionally, the Hall of Great Ideas encourages students to create projects utilizing 21st Century Learning Skills, including collaboration, communication, creativity, and critical thinking.

WHAT DOES MARKETPLACE FOR KIDS TEACH?

Marketplace for Kids (MFK) primarily focuses on entrepreneurship, providing students with their first exposure to business ownership, career options, innovative technology, and college environments. The program offers a wide range of classes during Education Days, including STEAM subjects, hands-on learning activities like financial literacy, starting a business, and various industry-related topics such as wildlife, industry safety, energy resources, agriculture, automotive, aerospace, construction, plumbing, HVAC, robotics, electronics, drones, and virtual reality applications.

WHO MAKES MARKETPLACE FOR KIDS HAPPEN?

MFK (in partnership with ND CTE) begins with the programming created and approved by **Regional Advisory Leadership Teams** and **Marketplace staff**. Hundreds of volunteers including people from **business, Chambers of Commerce, Economic Development Corps., Score, Retired Teachers Associations, students from DECA, 4-H, Honor Societies** etc. present classes and provide guidance, direction, and hands-on help to presenters, students and staff throughout the day. Volunteer hours during the 2023-24 Education Day season amounted to over **2,875.75 hours (\$96,485.98)**.



Marketplace for Kids

“The Entrepreneurs of Tomorrow Are Preparing Today!”

WHY DOES MARKETPLACE FOR KIDS HAPPEN?

ND CTE and MFK belief that ***“every student has the right to receive entrepreneurship education and encouragement to become a lifelong partner in building stronger communities.”*** We strive to ***“encourage youth to explore entrepreneurship and self-employment through the recognition and development of their inventive, creative thinking and problem-solving skills.”***

HISTORY:

- ✓ Marketplace for Kids started in 1995 as a pilot.
- ✓ Elementary teachers designed a concept to encourage students to showcase their innovative ideas and attend age appropriate experiential classes of all types.
- ✓ The Advisory Leadership Team elected Jamestown as the site for that first Education Day was a success with over 600 students/teachers/dvisorsparticipating.
- ✓ 1997 the regional concept was developed, expanding to 12 Education Days in 2015

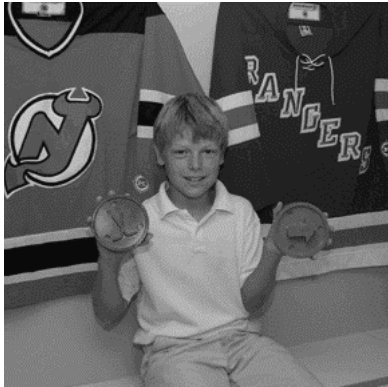
STANDARDS:

- ✓ MFK meets State and National Standards in Science, Technology, Entrepreneurship Education, Arts, Math, and Language.
- ✓ Numerous MFK representatives reviewed the standards and provided feedback to the Consortium for Entrepreneurship Education to validate and/or improve the content and organization of the National Content Standards for Entrepreneurship Education. These standards represent a framework for all organizations to work together to “Accelerate Entrepreneurship in America.”

RESOURCES:

- ✓ MFK provides continuing education credit to the education network.
- ✓ Classroom outreach sessions to help students and teachers get started planning.
- ✓ Supplies lesson plans (from teachers), Learning Guide and resources to meet the demand of a growing/changing education network.

Success Stories



Riley Giauque is an Ambassador for the MFK Program and has represented the program as a Keynote Speaker at the Consortium for Entrepreneurship Education Annual Meeting and numerous Marketplace for Kids Education Days. Riley's passion for hockey and creativity led him to invent the EZPUCK and ONETIMER. EZPUCK is a stationary disk that allows users to improve their stickhandling and puck control on the ice. ONETIMER is a hockey training device that allows users to practice passing both on and off the ice. Riley featured his EZPUCK invention at Marketplace for Kids when he was in the fourth grade and has since filed and received a patent for both the EZPUCK and ONETIMER. He currently markets his products online through his website www.ezpuck.com and has sold his products across

the globe. Riley was also the recipient of the 2018 Scholarship for Entrepreneurship at North Dakota State University.



Ethan Bowman is an Ambassador for the MFK Program. Ethan's invention, EZGRO, a self-watering system was the 1st Place winner of the Bright Ideas Showcase and Contest in 2012. He has gained national recognition with an interview in a National Agriculture magazine and his garden concept was used at a nursery in his hometown of Jamestown, ND where he also volunteered his time to improve his concept. You can view his EZGRO invention on YouTube at: <https://bit.ly/3nu6iLi>



Joshua Boen is an Ambassador for the MFK Program. In 2014, his love of competitive swimming and technology came together in the invention, iCoach, a real-time coach-athlete communication tool. iCoach is an app that enables coaches to directly communicate with their athletes while they're in action. The app connects with the athlete's headpiece via Bluetooth allowing the coach to speak to the athlete and gives the coach control over who is receiving their communication. iCoach allows the coach to pick recipients by displaying a list of all the athletes and allowing them to select one or all. Josh's iCoach invention was the 2014 1st Place winner of the Marketplace for Kids Bright Ideas Showcase and Contest held at Minot State University. Also, in 2014, Marketplace for Kids arranged for

Joshua to present his invention to Microsoft, Myriad Mobile, and One Million Cups in Fargo.



Marketplace for Kids

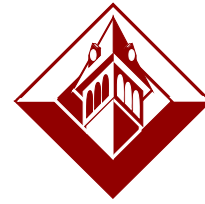
“The Entrepreneurs of Tomorrow Are Preparing Today!”

RECOGNITION:

- MFK has been recognized as a program that should be replicated by the Consortium for Entrepreneurship Education.
- Featured in the national publication “Education Update” (a publication of ASCD Association for Supervision and Curriculum Development) as a program to begin teaching entrepreneurship early.
<http://www.ascd.org/publications/newsletters/education-update/jun09/vol51/num06/Educating-Emerging-Entrepreneurs.aspx>
- Recognized in the Midwestern Office of the Council of State Governments Newsletter as “**One of the best youth Entrepreneurship programs in the nation.**” (MFK students have presented at their annual Conference)
- Collaborates with the Consortium for Entrepreneurship Education on National Entrepreneurship Education Standards to provide entrepreneurial education programs to all Americans.

SUMMARY:

Marketplace for Kids is North Dakota's only elementary entrepreneurship education program for grades 3-8, in partnership with CTE. Supported by the North Dakota Legislature since 2005, it has **benefited over 175,000 students** and aligns with the National Standards for Entrepreneurship Education.



VALLEY CITY
STATE UNIVERSITY

December 31, 2024

Mr. Robert Heitkamp, Executive Director
Marketplace for Kids
106 Mathews St. Suite B
Mantador, ND 58058

Dear Chairman Sorvaag and Members of the Senate Appropriations Sub-Committee,

I am pleased to submit the following letter of support for continued legislative funding for the Marketplace for Kids program.

Marketplace for Kids is a nationally recognized educational program that is designed to promote career opportunities for 3rd – 8th grade students across North Dakota. Reaching our youth during these formative years is a unique and important aspect of the program which is designed to foster entrepreneurship, creative thinking, and problem-solving skills that encourage the state's youth to become productive members of the workforce and their local communities. A key component of Marketplace for Kids is Education Day, a series of one-day events held across North Dakota to promote career opportunities and showcase entrepreneurship to elementary and middle school students.

Valley City State University will be hosting its third annual Marketplace for Kids event on January 9th. Hosting an Education Day on the VCSU camps is an excellent opportunity to expose area students to career opportunities and develop and enhance skills in creative thinking, entrepreneurship, and problem-solving. This initiative will contribute to a greater statewide effort to educate students, contribute to a skilled workforce, and promote economic development in North Dakota.

On behalf of Valley City State University, I request your continued support of Marketplace for Kids. Such support will ensure the success of the statewide Education Days and help create a vibrant future for North Dakota. If you have any questions, please feel free to contact me by phone at (701) 845-7100 or email at alan.lafave@vcsu.edu. Thank you for your consideration.

Sincerely,

Alan LaFave, President
Valley City State University

MFK AND OPPORTUNITY:

Dear Chairman Sorvaag & ND Leaders,



www.graftonnd.gov

PO Box 578 | 5 East 4th Street | Grafton, ND 58237

Phone: 701.352.1561 | Fax: 701.352.2730 | TDD: 701.352.1411

December 30, 2024

Senate Appropriations Committee
North Dakota Legislative Assembly
600 E Boulevard Ave
Bismarck, ND 58505

Dear Honorable Members of the Appropriations Committee,

I am writing to express my strong support for continued and increased funding for Marketplace for Kids through the Career and Technical Education Department of North Dakota. This longstanding program plays a vital role in fostering entrepreneurial skills and innovation among elementary school students across the state. I urge you to prioritize this initiative in your upcoming budget considerations to ensure its continued success and further expansion.

Marketplace for Kids has been a critical resource for young learners, providing them with a hands-on platform to explore and develop entrepreneurial skills at an early age. This type of experiential learning is essential in preparing the next generation for a rapidly changing workforce.

However, the needs of the modern educational landscape are evolving. To continue its success and reach its full potential, Marketplace for Kids requires a rebranding and retrofitting effort to align with the digital age, contemporary business practices, and today's educational tools. With additional financial support, this program can be revamped to incorporate new technology, enhance digital literacy, and provide students with the resources to connect with real-world business mentors and opportunities in the 21st century.

This program has consistently demonstrated its value, filling a critical gap in the state's approach to entrepreneurship education. As we look toward the future, we must ensure that Marketplace for Kids remains a relevant, dynamic force in our educational system. Increased funding will allow this program to reach even more students and encourage them to become tomorrow's innovators, leaders, and entrepreneurs.

I respectfully ask for your support in increasing financial backing for Marketplace for Kids, and for your continued commitment to fostering entrepreneurship and innovation in North Dakota's youth.

Thank you for your time and consideration.

Sincerely,


Jennifer Dusek
Community Development Director
City of Grafton

The City of Grafton is an equal opportunity employer

MFK-2025-27 Contact Bob Heitkamp: (701)-242-7744/rheitkamp@mfknd.org / www.marketplaceforkids.org
ref: CTE SB2019 1/13/25 3:00 pm



December 27, 2024

Robert Heitkamp
Executive Director
Marketplace for Kids
106 Mathews Street, Suite B
Mantador, ND 58058

Dear Robert:

The Valley City-Barnes County Development Corporation is pleased to support Marketplace for Kids as a sponsor and legislatively to secure State funds for the program.

Last year, I had the opportunity to serve as a volunteer judge of the children's projects and spoke with each team of entrepreneurs. Their imagination and thoughtfulness were refreshing. Marketplace for Kids exposes our students to private businesses, specific educational opportunities, skill development, and the many possibilities that life can offer.

Education Day covers a broad range of opportunities that nourishes the curiosity and excitement of students and the world around them. Through hands-on learning, presentations and project development, students can gain an understanding of a wide range of topics from the trades and manufacturing to team building and STEAM.

Initiatives such as Marketplace for Kids are investments in our most valuable asset – our children. Education Day is a positive force in shaping our youth that will generate long-term, positive impact for students, businesses, and communities. We encourage approval of funding from the ND Career & Technical Education Department and wholeheartedly extend our support to other funding sources of your choosing.

Thank you for your work and dedication to North Dakota's students.

Respectfully,

A handwritten signature in blue ink that reads "Jennifer Feist".

Jennifer Feist
Director of Development



Angelle French, Director
Pembina County JDA
PO Box 595
Cavalier, ND 58220
angelle@redriverrc.com

January 2, 2025

Dear Chairman Sorvaag and Members of the Senate Appropriations Sub-Committee,

On behalf of the Pembina County Job Development Authority (PCJDA), I am writing to express our strong support for Marketplace for Kids and to encourage continued funding and recognition for this exceptional organization that plays a critical role in shaping the future of North Dakota's youth and communities.

Since its inception in 1995, Marketplace for Kids has empowered students across our state by encouraging them to explore entrepreneurship and self-employment while honing their creative thinking and problem-solving skills. This visionary program fosters an entrepreneurial spirit that aligns perfectly with North Dakota's goals of building a diversified, vigorous economy powered by innovative young leaders.

Marketplace for Kids' Education Days are the culmination of these efforts, providing students with a hands-on opportunity to explore careers, technology, and the future in an environment rooted in entrepreneurship and innovation. These events not only inspire creativity but also equip students with the tools and confidence to contribute meaningfully to their communities.

As an organization dedicated to supporting economic growth and workforce development, the PCJDA recognizes Marketplace for Kids as an invaluable partner in preparing our youth to lead and innovate. By instilling entrepreneurial skills and fostering lifelong learning, this program strengthens the fabric of our communities and ensures a brighter future for North Dakota.

We respectfully urge you to continue supporting Marketplace for Kids through funding and resources that enable the organization to fulfill its vital mission. Your investment in this program is an investment in the next generation of entrepreneurs, innovators, and community builders who will shape the future of our state.

Thank you for your dedication to the success of North Dakota's students and communities. Please do not hesitate to reach out if we can provide additional information or further support for this essential program.

Sincerely,

A handwritten signature in black ink, appearing to read "Angelle French", is written over a light blue horizontal line.

Angelle French
Director, Pembina County Job Development Authority

MFK AND OPPORTUNITY:

Dear Chairman Sorvaag & ND Leaders,

December 30, 2024

Dear North Dakota Leaders,

It has been an honor to be part of the Marketplace for Kids program for the past eight years, volunteering as a presenter and board member, chaperoning my own kids' classes on Education Day, and as an advocate for the work the program does to advance workforce in North Dakota. Thank you for continuing to support the Marketplace for Kids mission in building community relationships in order to strengthen our workforce and make ND the best place to work, raise a family, and call home.

Each year, communities across the state plan for Marketplace for Kids Education Days. Teachers excite their students with the idea of creating inventions that could someday become their personal business. They support them throughout the brainstorming, planning, creating, and presentation process. In celebration, students gather at their local Education Day to explore careers, learn of job opportunities in their community, listen to the stories of community leaders, and present their own invention with the promise of a medallion in recognition of their effort. The energy radiating from the presenters, volunteers, teachers, and students is contagious.

Learning centers on connecting ideas and facts to authentic experiences. While learning begins in the classroom, hands-on experiences ignite the students' curiosity and passion. Marketplace for Kids is the only statewide, no-cost program that provides this type of experience for elementary and middle school kids. We hope to continue increasing the number of Education Days, especially in the rural and smaller areas that are often faced with challenges not permitting them to travel or participate in the regional Education Day.

As a parent of four school-aged kids, past elementary classroom teacher, current educational leader, and community member, I am grateful that our state offers this program to all of our kids. Helping as a judge at the Marketplace for Kids Education Days has allowed me to tap into the imagination and creativity of our students. I have observed devices that help with housecleaning jobs, machines that reduce pollution in our oceans, take care of pets when the owners are away, and reduce the amount of time we spend on daily tasks. Kids not only learn from the process of creating their own invention, but also are intrigued by the projects of their peers. Being inspired by others is one of the best ways to spark curiosity and learning.

The shortage of community helpers in North Dakota, particularly in rural areas, is evident when we visit our local restaurants, make doctor appointments, schedule routine maintenance for our vehicles and homes, shop in grocery stores, and read updates on teacher shortages in our schools. Luckily, we have the opportunity to alleviate this issue through programs like Marketplace for Kids. Marketplace for Kids provides experiences for students to explore exciting career opportunities while motivating our kids to seek careers within the state of North Dakota. I strongly believe that kids instinctively want to stay in the place they call home, yet often look outside their local community because they are unaware of the opportunities outside their front door. Marketplace for Kids provides this chance for kids.

Please consider this letter of encouragement for continued support for Marketplace for Kids. If you have questions or would like to visit about Marketplace for Kids, you are welcome to contact me at mleibel@nd.gov.

Sincerely,

Marijke Leibel EdD
Assistant Coordinator
ND RISE State Mentoring Program

MFK AND OPPORTUNITY:

Dear Chairman Sorvaag & ND Leaders,

January 2, 2025

Dear ND Legislative Leaders and Education Committee Members,

My name is Mary Haugo and I am currently the Board President of Marketplace for Kids. I have been a volunteer since the first Marketplace for Kids in Jamestown in 1995. I'm also a Region 5 co-chair in Fargo at our Microsoft event. I've had the privilege of working with our first Executive Director, Marilyn Kipp and now with our current Executive Director, Bob Heitkamp.

I am writing to ask you for an increase of \$150,000 for our funding from the Career and Technical Education Department of North Dakota. Costs have gone up considerably and we have added three Education Days to our program making it a total of fifteen Education Days in North Dakota. Your support is crucial to making our program a success.

Our 8 Board Members are committed to this worthwhile Program. We are all volunteers because we believe that Marketplace for Kids helps students in grades 3-8 become lifelong learners that will build stronger communities in North Dakota.

Education Days show students the career opportunities they have in their own community. Business leaders showcase what they have to offer which creates an interest in a career they maybe haven't heard of in their own backyard. Classes help students discover entrepreneurship, explore career opportunities, and show new ideas for starting a business.

As a teacher for 36 years I found it was so fulfilling to help the students create a project board for an invention they created. This required using reading, language, and technology skills. They also practice learning public speaking skills, meeting new friends and listening to others. The Standards of North Dakota and National Standards in Science, Technology, Entrepreneurship Education, Arts, Math and Language are met in all grades that participate.

Our Marketplace for Kids website is a great tool to help parents, teachers and students access information on how to become a part of this worthwhile program. Teachers register their students and inventions online for each Education Day.

By having your continued support we are able to keep this amazing program that has been going on for 30 years !

Our students are our future leaders of tomorrow and will hopefully stay in the great state of North Dakota !

Thank you for your consideration.

Respectfully,

Mary Haugo
State Board President of Marketplace for Kids

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as of December 1, 2024

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(\$1,000 Donation and up)





January 10, 2025

Senate Appropriations Committee
North Dakota State Legislature

Re: Senate Bill No. 2019

Honorable Committee Members,

I am writing to encourage your support of the Department of Career and Technical Education budget, particularly the funding directed toward science, technology, engineering, and mathematics initiatives. This funding directly supports the North Dakota STEM Ecosystem.

As the president of the North Dakota STEM Ecosystem, I can attest to the positive impact that state funding has made on students' access to STEM experiences across the state. The North Dakota STEM Ecosystem seeks to facilitate high-quality learning experiences in science, technology, engineering, and mathematics related fields for students across North Dakota.


Biennium funding has allowed ND STEM to provide grants that encourage education entities and business/industry partners to participate in STEM activities/projects for K-12 students within each of the four designated regions in the state (Northeast, Northwest, Southeast, Southwest) providing greater opportunities for rural and tribal communities. Grant awards in the current biennium will provide STEM experiences for approximately 7,000 students in over 125 school districts.

We are requesting additional funding for the 2025-2027 biennium to support the hiring of staff to ensure that all students in our state have access to STEM experiences. Since the inception of North Dakota's STEM Ecosystem in 2010, the organization has been managed by individuals who volunteer outside of their professional roles. The addition of ND STEM staff will create new opportunities for regional and statewide STEM events and will provide greater accessibility to ND STEM grants. Over the course of the biennium, ND STEM staff will seek grants and donations from a variety of stakeholders to match and eventually replace the additional state support being requested at this time.

The focus of ND STEM staff will be to develop and facilitate collaborative partnerships among five sectors – PreK-12 Education, Informal Education, Higher Education, Public Sector, and Industry, ensuring that our students are prepared for a STEM-focused workforce. Keeping the learner at the center, ND STEM staff will work to establish critical partnerships to identify and fill statewide STEM learning and workforce development needs. ND STEM staff will leverage our involvement in the STEM Learning Ecosystems Community of Practice, further connecting us to national resources. These connections are important as they can lead to opportunities for North Dakota students, such as our recent Artificial Intelligence Education Summit in New Town.

I appreciate the opportunity to share how the North Dakota STEM Ecosystem can better serve the students in our state and further magnify the state's investment in STEM. Your support for our additional funding request would be greatly appreciated.

Sincerely,

A handwritten signature in black ink that reads "Beth Demke". The signature is fluid and cursive, with the first name "Beth" and last name "Demke" clearly distinguishable.

Beth Demke, ND Lobbyist 2024-2025 #1081
President of the ND STEM Board of Directors
Chief Executive Officer, North Dakota's Gateway to Science



Southwest Area CTE Academy

☎ (701) 456-3270



www.dickinson.k12.nd.us



271 34th St West
Dickinson, ND 58601

March 11th, 2025

Chairman Nathe, and Committee Members,

My name is Aaron Anderson, and I have the pleasure of serving as the Director of the Southwest Area Career and Technical Education Academy in Dickinson. My testimony is to express my sincere thanks for your investment in CTE and my strong support for SB2019. Also to highlight the transformative opportunities it is creating for students in Career and Technical Education (CTE) across North Dakota, particularly at SWCTE.

SWCTE is the first brick-and-mortar CTE center established in North Dakota in over 40 years. This milestone was made possible through the funding support provided to the Department of Career and Technical Education during the last legislative session. That investment allowed us to transform a former Haliburton campus into a state-of-the-art training facility, now spanning 40 acres across three buildings, and providing top-tier education and career training to students in Southwest North Dakota.

Thanks to this funding, students now have access to 14 program areas and over 74 class offerings in fields like healthcare, welding, diesel technology, hospitality, and skilled trades. Students are able to fast-track their way to college or a rewarding career in high-demand fields, earning industry-recognized credentials, dual credit and valuable experiences while still in high school.

One of the most important aspects of SWCTE is that it attracts and provides programming for **all** students no matter their background or academic prowess. Career and Technical Education is for every student. At SWCTE, we see firsthand how CTE programs allow students to find their place, build their confidence, and chart a path to a successful future. Through hands-on learning in our classrooms and labs, students discover new strengths, build practical skills, and gain the clarity and direction they need to graduate and succeed in their careers.

We are also proud of the partnerships we've developed with Dickinson State University to offer college-level diesel technology and welding programs on our campus, creating a seamless

transition from high school to college-level education. These partnerships complement our high school offerings and allow students to further their education in high-demand fields while earning college credits.

Currently, SWCTE serves over 1,100 students from seven different high schools across our region, including students from two private schools and homeschool students from four districts—all of whom can access these programs at no cost to themselves or their families. This opportunity wasn't available two years ago, but thanks to the expansion of CTE centers across the state driven by your support of SB2019, this reality is now possible for all students in Southwest North Dakota.

Additionally, SWCTE has become a catalyst for bridging education with industry. We've developed partnerships with more than 92 businesses, and our Work-based Learning Program continues to grow. In 2022 we only had 7% of our graduating seniors have a work-based learning experience. I'm pleased to share we are on track to have over 32% of our current seniors to completion this spring. This program provides students with valuable real-world experience and connects them directly with employers, ensuring that their education is not only relevant but tailored to the needs of our region's workforce.

The future looks even brighter for CTE in North Dakota. Director Sick has outlined priorities that will allow institutions like SWCTE to expand our reach and impact even further. New programs are already in the works, including mechatronics technician certificate I in partnership with Bismarck State College, the expansion of adult and community training with TrainND, and efforts to fill the gaps in our programming to meet the growing need for skilled workers in high-demand sectors.

It is critical we get the needed support on the Secondary Grants line on Page 1, Line 26. This number needs to exceed \$10 million if we are going to continue the positive impact CTE is having on ND. This is an investment in our students and our business community that will return for decades to come.

I strongly urge you to support SB2019 and continue investing in the future of our students and our state.

Thank you for your time and consideration.

Sincerely,
Aaron Anderson
CTE Director
Southwest Area CTE Academy
aanderson@dpsnd.org
(701)456-3270

Testimony in Support of SB 2019 – Career and Technical Education Funding

Chairman Nathe and members of the committee, thank you for the opportunity to submit written testimony in strong support of SB 2019. My name is Pat Phillips, and I am the director of the Central Regional Area Career and Technical Center as well as the CTE director for Bismarck Public Schools.

Not only is CTE essential to BPS's mission of empowering every learner to thrive, it is essential to learners and communities across our state. Our CTE programs prepare students for future success by connecting high quality core academic experiences to students' passions and interests and then providing them with real-world learning opportunities and career pathways. Not only are these experiences essential to our learners and communities, but they are vital in preparing students for high-demand careers that address key workforce shortages. Through hands-on learning and industry-aligned curriculum, these programs ensure students graduate with the skills and confidence needed to contribute to a thriving North Dakota economy. SB 2019 provides critical funding to sustain and expand CTE at both the middle and high school levels.

Supporting High School CTE Growth

CTE centers across the state, including CRACTC, serve thousands of students in fields like health sciences, trades, precision agriculture, and aviation—areas directly tied to workforce needs. Yet, funding gaps threaten program sustainability. The \$22 million allocation for new and expanding programs is critical to maintaining and growing these opportunities, especially for rural and underserved students. These monies not only represent growth in student opportunities, they are an investment in the future of North Dakota.

Additionally, work-based learning (WBL) strengthens connections between education and industry, providing real-world experience and a direct pipeline to employment. The \$1.5 million request for WBL coordinators will expand these valuable partnerships, helping students transition into the workforce in meaningful and productive ways.

Expanding CTE in Middle Schools

Research tells us that students develop career interests before high school, making middle school an ideal time for career exploration. The pioneering middle school CTE model at Hughes Education Center is a prime example of how early exposure can set students on the right path. However, current state funding does not support these efforts. SB 2019 would allow more schools to offer hands-on, career-focused learning at an earlier age.

Conclusion

SB 2019 is an investment in North Dakota's workforce and economy. Expanding CTE in middle and high schools, strengthening work-based learning, and ensuring sustainable funding for new and existing programs will not just equip students for success, it is the fuel that feeds the growth and development of our communities and economy.

I urge the committee to reinstate the necessary expansion funds that make SB 2019 vital to the growth and success of our state. Thank you for your time and consideration.

SB 2019 - Department of Career and Technical Education Funding
 Central Region Area Career and Technical Center Testimony in Support
 January 13, 2025

Chairperson Nathe, members of the committee, thank you for the opportunity to provide written testimony in support of Senate Bill No. 2019. My name is Katelyn Lindler, and I am a junior at Century High School.

When I was in elementary school, I dreamed of becoming an astronaut. Just like many other adolescents, this dream changed to many different careers such as a doctor, cop, singer, you name it. It was not until middle school when I finally started to find my interests and what career I would actually like to pursue. I think the continuation and growth of opportunities for CTE classes should be a very important priority within the schools because students benefit from the exploration of new careers and the education of life skills within CTE classes, which most core classes do not teach.

I am now a junior, who is graduating a whole year early, and I feel confident in my career path (thanks to CTE classes). In the past, I have taken Horticulture and Botany through the Bismarck Career Academy and I really enjoyed it. Horticulture and Botany did not just teach me about the genetics of plants, but the class also taught me what careers I could pursue if I went farther with Horticulture. After I took this class, I realized that Horticulture is not for me, even though it was still a very useful class. I am now taking Child Development and Medical Terminology online through CRATC. This benefits me because after high school, I plan to go to college to become a pediatric dental hygienist. I would not have known exactly what I wanted to do and be confident in that path if I did not end up taking these specific classes. Career and Technical education classes give kids a head start on how and where they want to spend the rest of their life.

A lot of the time, I hear my peers say that they will not need a certain skill that core classes such as English or math teach. Although, I do think it is very important for students to understand the concept of how to identify congruent shapes or how to use a semicolon, CTE classes have the opportunity to educate students about career oriented readiness. The best thing about CTE classes is how there are so many different types, making those classes very inclusive and dedicated to your specific interests.

Overall, CTE classes are crucial to a student's education and career readiness. Thank you for your time and consideration. I hope you take my (and many other active students) thoughts into consideration.

Sincerely,
 Katelyn Lindler

SB 2019 - Department of Career and Technical Education Funding
 Central Region Area Career and Technical Center Testimony In Support

Chairperson Nathe, members of the committee, Thank you for the opportunity to provide written testimony in support of Senate Bill No. 2019. My name is Breanna Hasenyager, and I am a senior at Legacy High School.

School for me has always been something I was good at but never something I enjoyed or was passionate about. The Career Academy in Bismarck has changed everything I thought school and learning was about. This program has brought me out of my comfort zone in many amazing ways that has pushed me to be a better student. The Career Academy has become a space that introduces me to careers I'm interested in. Not only has it affected my career decision but has given me confidence, ways to meet new people, and most importantly provided me a calm and stress free environment for me to learn.

The Career Academy and their extended programs focus on helping students to discover career paths to pursue and prepare them for work spaces. While this is an amazing opportunity for any kind of learner, to me there are different aspects of these programs that are overlooked. For me the biggest change in my learning is the feeling of calmness. As a senior I take almost every class at the Career Academy, this includes my Core classes such as english or social

studies. I take these classes through a program called Empower [ED]. As a learner this has made the biggest change in my life and mental health. I have formed so many relationships with my peers, teachers, and staff outside of the classroom. Walking into the Career Academy I feel a sense of safety because of the environment the teacher provides. I notice that every teacher here makes it a part of their work to get to know every student that walks into their classrooms.

Without this building I would spend my days walking around Legacy High School with my heart beating out of my chest, listening to lectures that I don't connect with, and feeling only motivation to make it through my week.

While the Career Academy has helped me through all of the emotional ups and downs high school has to offer. It's also helped me find a career field I'm passionate about and intend on pursuing while also showing what fields I'm not interested in. I've taken many agricultural programs at the Career Academy. I'd love to see programs like these expand and get resources they need. I've learned so many technical skills such as welding, how to vaccinate an animal, and how to apply sutures. From technical skills to social and business skills I've learned everything I need to know to prepare me for the workspace and further my education in my career and all these have been available to me as a highschool student. For every calming classroom and every skill I've learned I've grown grateful for the opportunities I have from the Career Academy.

Sincerely,

Bre Hasenyager

SB 2019 -Department of Career and Technical Education Funding
Central Region Area Career and Technical Center Testimony in Support

Chairperson Nathe, members of the committee, thank you for the opportunity to provide written testimony in support of Senate Bill No.2019. My name is Solly Jonas, and I am a student at the Career Academy as well as a senior at Bismarck High School.

The Career and Technical class that I have taken have helped me open my perspective on what I could do in the future. When I was a freshman I took Applied Mechanics and it was great. I learned how to weld, woodwork, do electrical work, and small engine work. It was a great class because it taught me skills that I can use for the rest of my life. My sophomore year I continued my mechanical skills by taking Auto Tech 1. Then my junior year I took Intro to Agriculture and Welding 1. In agriculture I learned about farming and how to run a farm, along with ranching and how ranching works. We got to do multiple projects and go on field trips, like we went to a family farm and got a tour of it. While taking welding I have expanded my skills to help me use them at work or even start a hobby.

I feel that my experience at the Career Academy has been successful and guided me towards career options. So I feel that the CTE should continue getting funding to help the younger generations get a good or better experience here at the Career Academy and across the state.

Thank you for your consideration

Sincerely,
Solly Jonas
CTE Student
Bismarck Public Schools

SB 2019 - Department of Career and Technical Education Funding
Central Region Area Career and Technical Center Testimony in Support
January 13, 2025

Chairperson Nathe, members of the committee, thank you for the opportunity to provide written testimony in support of Senate Bill No. 2019. My name is Logan Schmitcke, I am a senior at Bismarck high, I have been attending classes in the CTE world up at the Bismarck Career Academy my entire high school career. I have really enjoyed these classes at the Career Academy. It has taught me how to expand my knowledge in different careers. Throughout my time at the Career Academy I've problem solved and figured out problems on my own.

I also want to thank my CTE experience for teaching me respect, responsibility and perseverance. Thanks to them also, they helped me find my career path. I've decided to continue my career path at BSC and I will be attending auto body. I wouldn't be able to figure out what I want to do for a career if I didn't have the programs at the Career Academy.

Sincerely,
Logan Schmitcke
CTE Student
Bismarck Public Schools

SB 2019 - Department of Career and Technical Education Funding
Central Region Area Career and Technical Center Testimony in Support
January 13, 2025

Chairperson Nathe, committee members, thank you for the opportunity to provide written testimony in support of Senate Bill No. 2019. My name is Lukas Svalen. I am a senior at Bismarck High School, and I have participated in CTE classes throughout my high school career. CTE has helped me determine the line of work I want to choose when I graduate. I have been coming here since my freshman year when I joined the Applied Mechanics course. I have learned many things that have helped me throughout my high school career. I also took the horticulture program and enjoyed learning about how plants make stuff grow like crops and what it takes to grow a healthy crop.

Auto collision has been one of my main courses up here and I really enjoy this class. I've learned so many valuable lessons in that class. I am a third capstone student right now and I would love it if future kids would be able to get the chances I got.

Thank you to the Career Academy for giving me the chance to improve my learning by doing hands-on things.

Sincerely,
Lukas Svalen
CTE Student
Bismarck Public Schools

SB 2019 - Department of Career and Technical Education Funding
Central Region Area Career and Technical Center Testimony in Support
Chairperson Nathe and members of the committee,

Thank you for the opportunity to provide written testimony in support of Senate Bill No. 2019. My name is Hudson Egeberg, and I am a student in Bismarck Public Schools. However, I take almost all of my classes at the Bismarck Career Academy.

I am writing as a student of the Bismarck Career Academy to express my strong support for continued funding for Career and Technical Education programs. I have taken Building Systems I and II as well as Creative Engineering, and these courses have provided me with invaluable hands-on skills. In my Building Systems classes, I have learned how to mix and pour concrete, install sheetrock, shingle a house, wire electrical components, and laminate countertops. These skills are especially important to me because I plan to go into real estate after high school and start flipping houses with my retired grandpa. The knowledge I've gained through the Career Academy has opened up countless opportunities for my future.

I am also enrolled in the Empowered Ed course, which allows for self-paced learning. In this class, I get to choose my assignments based on the required standards, giving me a sense of independence in my education. Through this course, we complete community projects in our own time to give back to those in need. For example, my friends and I recently built a large shelf to hold Costco totes for the Ministry on the Margins. These totes provide storage for homeless individuals to keep their belongings safe while staying there overnight. We were able to complete this project using one of the fully equipped workshops at the Bismarck Career Academy, along with the power tools available to us.

Additionally, I have taken Creative Engineering, where I learned how to design and build projects using engineering principles. This class is incredibly beneficial for students who want to pursue engineering in college, as it provides a strong foundation. In fact, many of the concepts taught in a first-year engineering program are already covered in this course. Furthermore, most colleges use the same software that we are trained on at the Bismarck Career Academy, giving us a significant advantage.

I appreciate your time and consideration in reading my testimony. The Career Academy has had a tremendous impact on my education and future career, and I strongly believe that continued funding for programs like these will benefit many more students like me.

Thank you.

Hudson Egeberg
Bismarck Career Academy Student

SB 2019 -department of career and technical Education Funding
Central Region Area Career and Technical Center Testimony in support

Chairperson Nathe, members of the committee, thank you for the opportunity to provide written testimony in support of Senate Bill No. 2019.

My name is Ty Moran, and I am a student from BHS and take classes at the Career Academy. I wish you would

consider continuing funding Career & Technical Education because it has helped me in my learning and my career, and I would like kids after me to experience the learning and the help I got. It benefited me because of what I learned from auto-tech and welding. CTE helped with my job as a diesel mechanic, learning how things work on vehicles and taught me how to have patience and many more skills.

Because of my hands-on experiences at the Career Academy, I plan to go into a career being a diesel mechanic, and the automotive classes available at my school, because of the funding you have previously allocated, helped teach me about the main components of a vehicle and the electronic parts of a vehicle.

SB 2019-department of Career and Technical Education funding central region area Career and technical center testimony in support

February 7, 2025

Chairperson Nathe and committee members, thank you for the opportunity to provide a written testimony in support of Senate Bill No. 2019 my name is Brodie Gerhardt, and I am a senior at Century High School and the Bismarck Career Academy and Technical Center.

I think this bill being passed would be crucial to the future of our generation. The Career Academy not only educates you but teaches you life skills and career-ready practices you can use forever.

I personally have taken many classes at the Career Academy such as Applied Mechanics Carpentry and Auto Collision Welding and I have really enjoyed these classes. They were very helpful in deciding what career path I should pursue. Carpentry was a really fun class and led me to get my job framing houses. Passing this bill can change so many kids' lives just like it changed mine. Thank you for taking my opinion into consideration.

Sincerely,
Brodie Gerhardt.

SB 2019 - Department of Career and Technical Education Funding
Central Region Area Career and Technical Center Testimony in Support

Jan 13, 2025

Chairperson Nathe, members of the committee, thank you for the opportunity to provide written testimony in support of Senate Bill No. 2019. My name is Jenaveve Lipp and I am a student at Century, who takes classes here at the Career Academy and Technical Center. I would like to share with you some of my successes that have come from my having classes here.

I have been taking classes at the Career Academy since I have been a sophomore, and I am now a senior. I started out in Botany/Horticulture, mainly to get me out of taking Bio, but the class ended up getting me very interested in science. At the same time I took Digital Art and Photography, which helped me pursue the artist side of me, more than any class at Century. I started to really like my classes at the CA and took more the next year, even joining Empower[Ed] to help individualize my classroom learning, which turned out to be one of the best academic choices of my high school career. I was also starting to like art more so I took Graphic Design. This year, being a senior I am taking English, Government,

Economics, and Gym through Empower[Ed] which is really helping me understand my path after high school.

My brother took Career Academy classes before me, convincing me to take them. He took our building systems classes, Empower[Ed], and a few others, he is now an Apprentice Electrician. We are both very thankful to have been given this opportunity to attend classes at the Career Academy and hope that people like us can continue to in the future.

Thank you for your time and consideration.

Sincerely,
Jenaveve Lipp

Brycen Johnson
2/5/2025

I support the Senate bill .No 2019, I think this bill will create many opportunities for students to gain experience and knowledge for future careers. I have taken 5 classes at the Career Academy and I have learned many skills that I use everyday. I use skills that I learn from CTE at work and personal projects.

All CTE classes are good to know even if you are not planning on pursuing that career. Building systems taught me how to fix drywall, pour concrete and woodworking. Applied mechanics taught me how to weld, I use welding everyday at work. Career Academy helps students figure out what they want to do as a career instead of spending money on college trying to figure out what they want to pursue. Removing funding from Senate Bill No 2019 would greatly impact all students across the state.

SB 2019- Department of Career and Technical Education Funding
Central region Area Career and Technical Center Testimony in Support

Chairperson Nathe, members of the committee, thank you for the opportunity to provide written testimony in support of Senate No.2019. My name is Devon Kostelecky. I am a junior at Bismarck High School, and have been in CTE classes all of my high school years.

I have been in many different CTE classes throughout my education and I want to help make the CTE classes better. I think that all the kids that are in CTE classes really enjoy it. It is a good way for kids to get out of their school and have hands-on experience. With the CTE classes providing hands-on experience really teaches you a lot and you get to work on things by yourself.

I think that providing schools with appropriate funding could allow Career and Technical Education centers to expand their programming. I have benefited from taking automotive collision courses and hope that future students get to have that same experience. It is great with all of the funding that CTE classes have provided with.

Dear Committee,

Career Academy and CTE classes have benefited my education and real world skills in ways that traditional schooling couldn't ever do. I've learned certain skills through taking classes such as applied mechanics, building systems, horticulture and auto collision that have taught me things I can apply to real world situations such as potential situations one might encounter at their job or in their home someday. I've learned how to repair and repaint my truck after hitting a deer, getting in a fender bender, etc. I've learned how to repair simple household objects that tend to break. Please continue to fund these opportunities for future students.

SB 2019 - Department of Career and Technical Education Funding Central Region Area Career and Technical Center
Testimony in Support March 6, 2025

Chairperson Nathe, members of the committee, thank you for the opportunity to provide written testimony in support of Senate Bill No. 2019. My name is Everett Cunningham. I am a senior at Mandan High School and I take classes at the Career Academy.

I believe the Career Academy is very important for a lot of students. This is because of the opportunities it provides to explore possible careers. A lot of people starting to think about careers I feel don't really know what the careers they're interested in actually involve. The Career Academy helps them really decipher what they would be doing day to day in that career path. I have only attended the Career Academy this year but I believe it has been a substantial help to deciding what I want to do after I graduate. It has also helped me relieve a lot of stress by helping me rule out a lot of ideas. Having one less option bouncing around in my head is a major help for me. And that helps me in general with keeping up my school work and at a good standard.

I also believe that it is good for most students, including myself, to have a very interactive and hands-on class in their schedule. Sitting at a desk all day receiving lectures drives my brain to wander or just shut off by the last couple of classes in my day. Some students just need that one class to reset their brain.

I hope you take the funding into reconsideration because the Bismarck Career Academy is already helping a lot of students. So imagine what it can do with more funding.

Thank you for your time.

Sincerely, Everett Cunningham

Mandan High School, & Bismarck Career Academy



Testimony in Support of SB2019
Funding for Work-based Learning Coordinators
North Dakota State Legislature

7/12/2024

Dear Representatives,

On behalf of RDO Equipment Co., I am writing you today in support of SB2019 for the funding for Work-based Coordinators within the state of North Dakota. This investment directly supports the vision and ultimately the requirement for fostering and retaining workforce talent within our state.

RDO Equipment Co. relies on all levels of education to prepare students to be career-ready upon graduation. That said, without Work-based Learning Coordinators acting as our partners we would have significant difficulties in engaging talent in high schools through our early talent programs which provide student the opportunity to experience the career pathways available to them in the agriculture, constructions and machine technology field. The ability for WBL Coordinators to open the door to student and provide us in industry the chance to engage with the future workforce is a win-win and is impacting the success of our business and North Dakota's population today as we at RDO Equipment Co. have had hundreds of Job Shadows, High School Internships and Sponsored students engage with us over the past years thanks directly to the access provided by Work-based Learning Coordinators.

The more students we can get interested and engaged in agriculture, construction and machine technology, the bigger the opportunity RDO Equipment Co. and the state of North Dakota but in order to do this we need to have resources in our schools with flexibility to ensure high-quality, curriculum focused experiences are being offered which exactly what WBL Coordinators provide. I urge you to support SB2019 and the allocation of additional funding for Work-based Learning Coordinators. This funding is essential to build a skilled workforce, retain our young talent, and ensure a prosperous future for North Dakota.

Sincerely,

A handwritten signature in black ink, appearing to read 'Andy Luikens', written in a cursive style.

Andy Luikens
Lead Recruiting Program Manager
RDO Equipment Co.

ALuikens@rdoequipment.com

House Appropriations – Education and Environment Division
Chairman Mike Nathe
March 12, 2025
SB 2019

Chairman Nathe and members of the House Appropriations Education and Environment Division Committee, my name is Pam Stroklund, Career and Technical Education Director for Minot Public Schools and the Minot Area Workforce Academy. I offer written testimony in support of the initial requests of SB 2019, the appropriations bill for the Department of Career and Technical Education (CTE).

Unfortunately, the Senate Appropriations Committee has made significant reductions to the agency's request, which could negatively impact CTE funding for new area career and technology centers and program expansion.

Specifically, on Page 1, Line 16, the allocation for secondary grants is set at \$7 million, only \$3 million of which is designated for new and expanding programs, despite the department's request for an additional \$22 million. This reduction threatens the ability to launch planned CTE programs across the state. Over the past two sessions, state and federal funds have supported the creation of new area career and technology centers such as the Minot Area Workforce Academy. Additional funding is now critical to support operations and expand CTE programming for students across the state without jeopardizing the existing funding for established area centers.

CTE programming is determined on community needs assessments which align to local and state workforce needs. The Minot Area Workforce Academy started with limited workforce training, adding a new commercial driving (CDL) program and expanding automotive technology, automotive collision & repair, and early childhood education. Similar to other career & technical education centers across the state, we are now eager to expand CTE experiences for students in rural North Dakota by adding programming in the in-demand occupational areas of health sciences, teaching/training, building trades, and aviation. Increased new and expanding program funding is necessary to support the operations of these programs within the area center.

On behalf of Minot Public Schools and the Minot Area Workforce Academy, I request an increase to the \$3M new and expanding programs allocation closer to the initial \$22M request by the Department of CTE to support the new area center programs, not at the expense of reimbursing established area center programs.

Thank you for the opportunity to provide testimony in support of SB 2019.



Letter of Support S.B. 2019

Wednesday, March 12, 2025

Chairman Nathe and members of the House Appropriations Committee – Education and Environment Division,

For the record, my name is Cale Dunwoody, and I have the distinct pleasure of serving as the Vice President of Public Policy for the Fargo Moorhead West Fargo Chamber of Commerce (FMWF Chamber). On behalf of our over 1,700 members, I respectfully offer testimony in support of Senate Bill 2019 and urge the inclusion of funding for the Career and Technical Education (CTE) Capital Projects Program to complete the thirteen existing CTE projects across North Dakota.

At the FMWF Chamber, our mission is to protect and promote business, inspire individuals, cultivate communities, and influence action. Access to a high quality, skilled workforce remains a major barrier for many companies throughout North Dakota. While the shortage gap across the United States is narrowing, North Dakota remains as one of the most severe states with the U.S. Chamber estimating that there are approximately only 30 available workers for every 100 open jobs. Additionally, it is projected that there will be up to 52,000 new job openings in North Dakota between 2021 and 2031, with 71% requiring some postsecondary training. Industries such as healthcare, construction, and manufacturing are expected to experience significant growth, necessitating a skilled workforce.

To effectively compete on a global scale for talent, both the public and private sectors must invest in innovative solutions to address this workforce crisis. Access to industry-aligned CTE programming is an effective workforce solution that can significantly reduce North Dakota's workforce need. By enhancing the state's ability to provide students with diverse educational experiences, including career exploration, experiential learning, and advanced skill development, we can foster a robust pipeline of highly skilled workers, particularly in critical trade sectors.

The Cass County Career Innovation Center (CIC) plays a crucial role in preparing students throughout Cass County for the workforce. This facility will offer industry-aligned training and programming opportunities for middle and high school students from Fargo Public Schools, West Fargo Public Schools, Central Cass, and Northern Cass, as well as for post-secondary and adult learners at North Dakota State College of Science. Students will benefit from hands-on learning across various programs, including healthcare, agriculture, manufacturing, and cybersecurity/IT, with opportunities to earn dual credits and industry certifications. At full capacity (87,000 sq. ft.), the Cass County CIC can serve 2,800 Cass County students. However, the facility is currently set to open on August 25, 2025, at a reduced footprint of 57,000 sq. ft., lacking critical programming such as manufacturing.

As the 69th Legislative Assembly considers Senate Bill 2019, we encourage the inclusion of additional funding to existing CTE capital projects, like the Cass County Career Innovation Center. Once complete, these facilities will be able to provide students throughout North Dakota with robust, industry aligned skill development opportunities, ultimately strengthening North Dakota's workforce environment.

Sincerely,

Cale Dunwoody
Vice President of Public Policy
Fargo Moorhead West Fargo Chamber of Commerce

Jamestown Public Schools

Jamestown School District
Gackle-Streeter District

Adam Gehlhar, Director
Heidi Eckart, Assistant Director

JAMES VALLEY MULTI-DISTRICT
CAREER/TECHNOLOGY CENTER
910 12TH Ave. N.E.
Jamestown, ND 58401-6513
701-252-8841

Montpelier School District
Pingree-Buchanan District

Mike Soulis, Counselor
Sheila Naumann, Admin. Asst.

Testimony in Support of Amending Appropriations within SB 2019
North Dakota Legislative Assembly

Chair and Members of the Committee,

I appreciate the opportunity to provide testimony regarding SB 2019, the appropriations bill for the Department of Career and Technical Education (CTE). I urge you to reconsider the reductions made by the Senate Appropriations Committee, as they significantly impact CTE funding and the ability to expand critical programs that directly address workforce shortages in our communities.

CTE programming is designed based on a community needs assessment to ensure alignment with regional workforce demands. In our center we are eager to be responsive to local community needs. Industry leaders and community stakeholders have made it clear that there is an urgent need for skilled workers in agriculture, commercial driving (CDL), and childcare. These are not hypothetical needs; they are real and pressing workforce gaps that our schools and CTE centers are actively working to address. However, we cannot meet these needs without adequate funding for new and expanding programs.

For example, our CDL program was developed in direct response to industry leaders expressing a critical shortage of trained drivers. This program ensures that students graduate with employable skills that sustain regional businesses and bolster North Dakota's economy. Without sufficient funding, the expansion of this and similar programs will be stalled, limiting student opportunities and failing to address urgent workforce demands.

Similarly, our efforts in childcare respond to an ongoing crisis. In the last legislative session, childcare was identified as a statewide priority, and our region shares this sense of urgency. We have taken innovative steps to establish a childcare pilot program that not only serves families but also provides hands-on training for students pursuing careers in early childhood education. This program has the potential to serve as a model for other districts, but without proper funding, it risks remaining a concept rather than a viable solution.

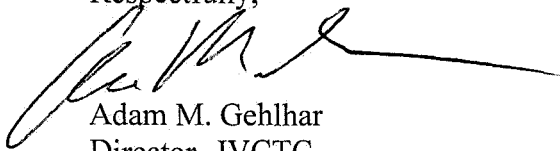
Specifically, Page 1, Line 16 of SB 2019 designates \$7 million for secondary grants, yet only \$3 million for new and expanding programs—despite the department's request for an additional \$22 million. This reduction jeopardizes the launch and expansion of vital CTE programs statewide. In Jamestown alone, we have worked diligently to reinstate our Agriculture program, add a CDL program, and expand childcare and culinary opportunities, all of which depend on these critical expansion funds. Additionally, JVCTC is eager to support CTE experience for students in Carrington, New Rockford, and Harvey through capital improvements that would serve the broader region. Without sufficient appropriations, these efforts will be significantly hindered.

Furthermore, Page 2, Line 10 includes a \$1 million allocation for Virtual Reality Career Exploration, a decision that has raised concerns among CTE Directors. This funding would be better utilized to support baseline CTE programming rather than being directed toward a private company's services, which many centers do not use. This allocation does not align with the top priorities identified by CTE leaders or industry partners and does not directly contribute to students' career readiness.

As the legislative session progresses, securing adequate funding for new and expanding CTE programs remains a top priority for our region. I urge you to support amendments that restore necessary funding to ensure that CTE remains a driving force in preparing students for in-demand careers.

Thank you for your time and consideration. I am happy to answer any questions or provide further details on how CTE impacts our local and state workforce development.

Respectfully,

A handwritten signature in black ink, appearing to read 'Adam M. Gehlhar', with a long horizontal flourish extending to the right.

Adam M. Gehlhar
Director -JVCTC



Central Cass Public Schools | Fargo Public Schools | Northern Cass School District | West Fargo Public Schools

March 12, 2025

Chairman Nathe and Members of the House Appropriations – Education and Environment Committee:

Thank you for the opportunity to provide written testimony in support of SB 2019. This bill is critical to the continued development and expansion of Career and Technical Education (CTE) programs across North Dakota.

In Cass County, serving over 27,000 - K-12 students, we can meet this demand, yet there are gaps in CTE programs for **agriculture, emergency medical services, heavy equipment operations, human services, and skilled trades**. Additionally, sectors like aviation mechanics, medical careers, biomedical, information technology, and advanced manufacturing continue to require expanded programming and updates to high-tech resources. In ND and Cass County, we have witnessed the impact of CTE programs with concentrator students graduating at a rate of 97.6% versus overall high school graduates at 82%. CTE has demonstrated this trend of success for decades.

I urge you to amend SB 2019 to prioritize and restore critical funding identified by the ND Department of Career and Technical Education to fill program gaps and expand CTE programs. These investments will expose students to careers and set the stage to grow our own, filling the forecasted 52,000 job openings in North Dakota between 2021 and 2031. Providing students with career exploration, skilled training, and work experience will provide them with the professional transferable skills needed to succeed in the workforce. The time to invest in the future is now!

DCTE Priorities for attention and support:

- **\$22 million for New Program Development** to expand offerings aligned with high-demand industries, benefiting students in rural and urban areas. The Senate Appropriations Committee made significant reductions to the Department of Career & Technical Education's request, which will hinder CTE funding and program expansion across the state. In Cass County, 25-26 registrations indicate expansion in the areas of Construction = 2, Agriculture = 1, Health Sciences = 1, Business/Marketing = 1, and Technology & Engineering = 1 which will require an estimated additional local investment of approximately \$450,000 in year one and approximately \$900,000 for the biennium.
- **\$1.5 million for Work-Based Learning Coordinators** to cultivate partnerships between education and business and serve as a bridge to connect the community to high school counselors and students.
- **Earmark funding for CTE Capital** to finalize unfinished programming in area career center projects to ensure all CTE programming envisioned is accessible for student choice and workforce development. In Cass County, funding priorities to complete the final CTE programming for **robotics, mechatronics, precision machining, welding, information technology pathways, and business management** at the Career Innovation Center will require \$6.1 million dollars. This investment will provide the foundation and space to share high-tech labs, equipment, students, and instructors, creating more efficiency and opportunities through a network of coordination and community partnerships.

As members of the 69th Legislative Assembly, thank you for championing CTE as an essential investment in North Dakota's future, making learning personal, relevant, and career-focused for our students and workforce of the future.

I respectfully ask for your **support of SB 2019, with requested amendments**, to strengthen a proven model of success.

Sincerely,

Dr. Denise Jonas, Director of Career & Technical Education



GREATER NORTH DAKOTA CHAMBER
SB 2019
House Appropriations Committee
Energy & Education Division
Chair Mike Nathe
March 12, 2025

Mr. Chairman and members of the Committee, my name is Andrea Pfennig, and I am the Vice President of Government Affairs for the Greater North Dakota Chamber. GNDC is North Dakota's largest statewide business advocacy organization, with membership represented by small and large businesses, local chambers, and trade and industry associations across the state. We stand in **support** of Senate Bill 2019.

In our 2024 ND Economics and Employer Survey of our membership, 70% of respondents indicated they were having trouble hiring employees. Labor availability has been identified as the top business concern facing companies in North Dakota.

This issue is compounded when you consider that 44% of our members expect their number of employees to increase in the next year.

In the next 12 months, do you anticipate your number of employees to:



Because of this, we support resources for the implementation of career exploration programs. We also support collaborative efforts between the private sector and educational institutions that create awareness of career opportunities available in the state and better meet workforce needs. Programs such as apprenticeships, internships, and work-based learning cultivate workforce attraction and retention that are important when developing a talent pipeline for the state.

We respectfully request that the Committee consider an increase of \$3 million to the Grants line item of the bill. This would enhance CTE's ability to be responsive to industry needs by enabling them to expand current program offerings as well as develop new ones.

We hope that you will strengthen North Dakota's business climate by investing in workforce development. Thank you for your consideration.



North Dakota's
**Gateway to
Science**

March 12, 2025

House Appropriations Committee
North Dakota State Legislature

Re: Senate Bill No. 2019

Honorable Committee Members,

I am writing to encourage your support of the Department of Career and Technical Education budget, particularly the funding directed toward science, technology, engineering, and mathematics initiatives. This funding directly supports the North Dakota STEM Ecosystem.

As the president of the North Dakota STEM Ecosystem, I can attest to the positive impact that state funding has made on students' access to STEM experiences across the state. The North Dakota STEM Ecosystem seeks to facilitate high-quality learning experiences in science, technology, engineering, and mathematics related fields for students across North Dakota.

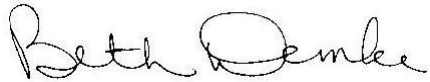
Biennium funding has allowed ND STEM to provide grants that encourage education entities and business/industry partners to participate in STEM activities/projects for K-12 students within each of the four designated regions in the state (Northeast, Northwest, Southeast, Southwest) providing greater opportunities for rural and tribal communities. Grant awards in the current biennium will provide STEM experiences for approximately 7,000 students in over 125 school districts.

We are requesting additional funding for the 2025-2027 biennium to support the hiring of staff to ensure that all students in our state have access to STEM experiences. Since the inception of North Dakota's STEM Ecosystem in 2010, the organization has been managed by individuals who volunteer outside of their professional roles. The addition of ND STEM staff will create new opportunities for regional and statewide STEM events and will provide greater accessibility to ND STEM grants. Over the course of the biennium, ND STEM staff will seek grants and donations from a variety of stakeholders to match and eventually replace the additional state support being requested at this time.

The focus of ND STEM staff will be to develop and facilitate collaborative partnerships among five sectors – PreK-12 Education, Informal Education, Higher Education, Public Sector, and Industry, ensuring that our students are prepared for a STEM-focused workforce. Keeping the learner at the center, ND STEM staff will work to establish critical partnerships to identify and fill statewide STEM learning and workforce development needs. ND STEM staff will leverage our involvement in the STEM Learning Ecosystems Community of Practice, further connecting us to national resources. These connections are important as they can lead to opportunities for North Dakota students, such as our recent Artificial Intelligence Education Summit in New Town.

I appreciate the opportunity to share how the North Dakota STEM Ecosystem can better serve the students in our state and further magnify the state's investment in STEM. Your support for our additional funding request would be greatly appreciated.

Sincerely,

A handwritten signature in black ink that reads "Beth Demke". The signature is fluid and cursive, with the first name "Beth" and last name "Demke" clearly distinguishable.

Beth Demke, ND Lobbyist 2024-2025 #1081
President of the ND STEM Board of Directors
Chief Executive Officer, North Dakota's Gateway to Science

Chairman Nathe, members of the committee,

For the record, my name is Bailey Binstock, and I am a high school senior from Dickinson, North Dakota. Today, I stand before you in strong support of Senate Bill 2019 to highlight the impact that Career and Technical Education has had on me and thousands of students across North Dakota.

I have been fortunate to experience firsthand the opportunities and transformative power of CTE throughout my high school career, especially through the Southwest Area CTE Academy. Thanks to your support, as well as local industry partnerships and area school districts, the former 40-acre Halliburton complex in Dickinson has been transformed into a state-of-the-art training facility. Today, Southwest Area CTE serves students from seven high schools, two private schools, and homeschool students across four districts, offering fourteen diverse programs and serving over 1,118 students across 74 classes with 2,650 class enrollments.

Our programs focus on high demand careers in our region, from diesel technology, agriculture, and health sciences to cybersecurity and heavy equipment operation. No matter a student's background—whether they are the class valedictorian or someone struggling to graduate—there is a place for everyone in CTE.

I first discovered Career and Technical Education as a freshman at Dickinson High School, exploring multiple pathways, including business, welding, construction, textiles, drafting, and agriculture. However, I found my true passion through the education pathway in Family and Consumer Sciences. Courses like Intro to Teaching and Child Development set the foundation for my future, and I am now part of the first group of students in Southwest Area CTE's Certified Paraprofessional Program.

Currently, I am completing my work-based learning experience in Ms. Burk's fifth grade class at Berg Elementary, where I am gaining knowledge of everyday challenges in the classroom, but more importantly, I am receiving the opportunity to actively support students' learning. This experience has cemented my decision to pursue an elementary education degree at Dickinson State University next fall, hoping one day to have a classroom of my own.

Beyond my own experiences, I serve as the North Dakota SkillsUSA President, one of five student organizations available at Southwest Area CTE. SkillsUSA, alongside FFA, FBLA, FCCLA, and TSA, allows students to enhance leadership, technical, and professional skills that prepare us for the workforce. Today I wear my red SkillsUSA blazer but tomorrow it will be my blue corduroy FFA jacket.

I am joined today by three of my fellow Southwest Area CTE students whose experiences further highlight the real-world impact of Career and Technical Education.

- Isaac Schulte, a senior, has explored diesel technology, welding, and agriculture courses and found his passion in veterinary science. Through our Work Based Learning Program, he was placed at Circle C Veterinary Service, where he has gained hands on experience working with animals, learning diagnostic procedures, and assisting with patient care. The opportunity to apply his classroom knowledge in a real veterinary setting has helped him build confidence in his skills while developing relationships with industry professionals. Isaac plans to attend North Dakota State University for pre veterinary studies next fall, and he credits Career and Technical Education for giving him a head start on his career goals.
- Taylor Crone, a senior, followed the health science pathway, particularly in dental assisting. Through her coursework and on the job experience at Aspire Dental, she became a Nationally Board-Certified Dental Assistant this past January—an opportunity unique to the only high school dental assisting program in the state. Taylor has had the chance to work alongside experienced dental professionals, assisting with procedures and interacting with patients. The knowledge and skills she has gained allowed her to secure a paid position at Aspire Dental while still in high school. She will continue her journey this fall as she pursues a dental hygiene degree, with plans to return to North Dakota and help address the growing need for qualified dental professionals.
- Hailey Praus, a junior, has taken business, construction, diesel technology, and agriculture courses. She currently works the parts counter at West Plains, a local CASE IH and New Holland dealer, as part of her Supervised Agricultural Experience Program. Hailey is responsible for assisting customers, managing inventory, and learning about the different components that keep agricultural equipment running. As a female excelling in a traditionally male dominated industry, she is a testament to Career and Technical Education's ability to prepare students for any career path. In addition to her work experience, Hailey is a dedicated leader, serving as the Chapter Secretary for the Dickinson FFA Chapter. She is excited to continue exploring her options in the agriculture industry and is considering a future in agricultural business.

These are just four stories out of the over 26,000 students participating in Career and Technical Education across North Dakota.

Our success is a direct result of CTE funding and investment, and we need continued support to ensure these one-of-a-kind opportunities remain available. Our CTE Director, Aaron Anderson, has shared that specifically, the “Grants Secondary” line on page one, line sixteen needs to be increased to at least ten million dollars to sustain and expand Career and Technical Education programs across the state.

Additionally, \$1.5 million of expanded funding from the last biennium’s appropriations made it possible for my classmates and me to participate in Work Based Learning. Before this funding, only six percent of Dickinson High School graduates had such experiences. This year, thanks to Career and Technical Education expansion of Work-Based Learning Coordinators, over 32% of my graduating class will graduate with real world experiences. ND CTE has requested an additional \$1.5 million so expansion can take place to offer additional Work-Based Learning Coordinator positions in schools and centers around the state.

Looking ahead, enrollment requests for next year have already increased by nine percent, with over 3,100 class requests and two additional schools wanting to attend classes at SWCTE.

The momentum for Career and Technical Education is growing. Senate Bill 2019 is critical in ensuring that North Dakota students continue to have these valuable learning experiences—accelerating us into the workforce, reducing post-secondary education costs, and filling high demand jobs across the state.

On behalf of my classmates, SWCTE, and the thousands of students across North Dakota who rely on Career and Technical Education, I urge your continued and expanded support for Senate Bill 2019. Thank you for investing in us and in the future of North Dakota’s workforce. I would be happy to answer any questions.

Bailey Binstock

**Testimony in Support of SB2019
Funding for Work-based Learning Coordinators
North Dakota State Legislature
March 12, 2025**

My name is Jerry Waagen and serve as the work-based learning coordinator for the James Valley Career and Technology Center in Jamestown. I am completing my third year in this role and observed the success of the program. I write you to share my strong support for SB2019 that seeks to allocate additional funding of Work-Based Learning (WBL) Coordinators.

WBL provides the opportunity for students to apply the knowledge they have gained in the classroom to a real-world experience. I have worked with students in variety of Career and Technical Education (CTE) areas, placing them with local businesses matching their focus area. The program is beneficial to students through hands-on learning and to businesses assisting in filling their workforce needs. A real positive for the students is the chance to try an occupation prior to committing time and money into training/college in a career they may not like. Businesses also benefit providing them the opportunity to develop a relationship with the student that could possibly become a future employee.

I have seen a number of student success stories as they participated in WBL and went on to pursue a career in that area. Students have gone on or are working on careers ranging from plumbers, electricians, child care worker, auto collision technician, and the list goes on. At the end of their WBL experience I have student complete reflection of their time. Here are just a few of their statements regarding how they grew from their experiences:

How to work with other people on a team to create something.
It helped me improve my time management and communication skills.
I have learned the most about patience, that I have never expected.
Sometimes things go the wrong way and I have learned how to fix it.
Good customer service.
Reliability and perseverance
Patience, flexibility, and compassion.

Employers appreciate the program and here are a few of their statements:

I strongly believe the WBL program is an amazing experience for the student and employer.
Good way to teach them responsibility and accountability.
Helping them understand the importance of working, being responsible, reliable, having fun, and getting paid for it.

I am completing my 40th year in education and I have seen many programs integrated into schools, some good and others not successful. After working with the work-based learning program I am a firm believer in the value of it. A key component of WBL are the coordinators who work with students and business to foster positive experiences in the real-world setting. Communication is essential for the program success. I meet with students individually during the

initial creation of the WBL and throughout the semester. I also go to the student's place of employment multiple times during the semester to check on the student progress. Businesses like having a central contact point, allowing for ease in communication. I work closely with the school counselors, and have heard many times how much they appreciate my role. School counselors have many responsibilities and it would be a challenge to effectively coordinate work-based learning.

Work-based learning is a fantastic way for schools and businesses to create partnerships that benefit students. The students will be filling our state's future workforce and the hands-on experiences they have participating in work-based learning is invaluable. Work-based learning is a win-win for businesses and students and I encourage you to support SB2019 and the additional funding for Work-based Learning Coordinators.

Sincerely,

Jerry Waagen
Work-based Learning Coordinator
James Valley Career and Technology Center



Wallwork™
TRUCK CENTERS

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FARGO • BISMARCK • MINOT • GRAND FORKS
WILLISTON • FERGUS FALLS • DICKINSON

Testimony in favor of SB2019, North Dakota 69th State Legislature
Funding for Career & Technology Education and Work-Based Learning Coordinators
3/12/25

Dear Chairman Nathe, and members of the House Appropriations Committee,

My name is Tony Doll, I am a Diesel Technician Recruiter for Wallwork Truck Center. Wallwork Truck Centers are the Kenworth Truck dealerships across North Dakota with locations in Fargo, Bismarck, Dickinson, Williston, Minot and Grand Forks. I am writing today in support of SB2019. Forgive me if my verbiage isn't standard as this is the first bill testimony that I have ever offered.

As an employer, we are continuously searching for our future workforce but have had challenges with federal and state labor laws and interpretation of them when offering job opportunities to young people interested in our industry. It is helpful to have a liaison between the schools, the government, and the employer. That essential link comes from funding for Work-Based Learning Coordinators. We currently have 1 student hired in our Fargo shop through a work-based learning program. However, that student worker is from Moorhead. Minnesota has put a large focus on its work-based learning staff and coordinators. It would be great for North Dakota to do the same! We would love to have high school work-based learners in all 6 of our shops across the state!

We believe that some of the best diesel technicians come off the farm and from rural areas of North Dakota. For the industry to continue tapping into this resource, we need to dial in on those students in rural areas and offer opportunities for them to be successful and to stay in North Dakota. I believe that effort comes through funding Career and Technical Education.

I have seen first-hand the impact of increased funding for CTE centers and programs on the students themselves and the future of North Dakota's workforce. Students are excited to be engaging in an industry that they're interested in. Even if they must drive from Beach to Dickinson several times a week, as one student I recently talked to does, just to gain education and training in an industry that he's interested in making a career in.

Please vote in favor of current and future funding for Career and Technology Education in North Dakota, it IS making a difference!

Sincerely,

Tony Doll
Diesel Technician Recruiter
Wallwork Truck Center
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Department of Career and Technical Education - Budget No. 270
Agency Worksheet - Senate Bill No. 2019

| | Armstrong Budget | | | | Senate Version | | | | Senate Compared to Armstrong Budget | | | |
|--|------------------|--------------|--------------|--------------|----------------|--------------|--------------|--------------|-------------------------------------|---------------|-------------|---------------|
| | FTE Positions | General Fund | Other Funds | Total | FTE Positions | General Fund | Other Funds | Total | Increase (Decrease) | | | |
| | | | | | | | | | FTE Positions | General Fund | Other Funds | Total |
| 2025-27 Biennium Base Level | 23.50 | \$51,315,277 | \$14,500,485 | \$65,815,762 | 23.50 | \$51,315,277 | \$14,500,485 | \$65,815,762 | 0.00 | \$0 | \$0 | \$0 |
| 2025-27 Ongoing Funding Changes | | | | | | | | | | | | |
| Base payroll changes | | \$7 | (\$828) | (\$821) | | \$7 | (\$828) | (\$821) | | | | \$0 |
| Salary increase | | 198,576 | 14,927 | 213,503 | | 198,576 | 14,927 | 213,503 | | | | 0 |
| Health insurance increase | | 134,611 | 9,516 | 144,127 | | 134,611 | 9,516 | 144,127 | | | | 0 |
| Adds funding to replace the 2023-25 new FTE pool | | 394,874 | | 394,874 | | 394,874 | | 394,874 | | | | 0 |
| Adds funding to replace the 2023-25 vacant FTE pool | | 129,958 | 18,894 | 148,852 | | 129,958 | 18,894 | 148,852 | | | | 0 |
| Adjusts funding for the 2025-27 vacant FTE pool | | | | 0 | | (50,343) | (3,744) | (54,087) | | (\$50,343) | (\$3,744) | (54,087) |
| Adds funding for operating expenses | | 10,502 | 388,759 | 399,261 | | 10,502 | 388,759 | 399,261 | | | | 0 |
| Adds federal funding for grants to schools for career and technical education programs | | | 2,500,000 | 2,500,000 | | | 2,500,000 | 2,500,000 | | | | 0 |
| Adds funding for the cost to continue career and technical education reimbursement rates | | 4,000,000 | | 4,000,000 | | 4,000,000 | | 4,000,000 | | | | 0 |
| Adds funding for new and expanding secondary career and technical education programs | | 3,000,000 | | 3,000,000 | | 3,000,000 | | 3,000,000 | | | | 0 |
| Adds funding for grants to schools for work-based learning coordinators | | 500,000 | | 500,000 | | | | 0 | | (500,000) | | (500,000) |
| Adds funding for the marketplace for kids program | | 100,000 | | 100,000 | | 100,000 | | 100,000 | | | | 0 |
| Removes funding for the adult farm management program | | | | 0 | | (1,706,138) | | (1,706,138) | | (1,706,138) | | (1,706,138) |
| Adds funding for workforce training grants | | | | 0 | | 750,000 | | 750,000 | | 750,000 | | 750,000 |
| Total ongoing funding changes | 0.00 | \$8,468,528 | \$2,931,268 | \$11,399,796 | 0.00 | \$6,962,047 | \$2,927,524 | \$9,889,571 | 0.00 | (\$1,506,481) | (\$3,744) | (\$1,510,225) |
| One-Time Funding Items | | | | | | | | | | | | |
| Adds funding for virtual reality career exploration | | | | \$0 | | \$1,000,000 | | \$1,000,000 | | \$1,000,000 | | \$1,000,000 |
| Total one-time funding changes | 0.00 | \$0 | \$0 | \$0 | 0.00 | \$1,000,000 | \$0 | \$1,000,000 | 0.00 | \$1,000,000 | \$0 | \$1,000,000 |
| Total Changes to Base Level Funding | 0.00 | \$8,468,528 | \$2,931,268 | \$11,399,796 | 0.00 | \$7,962,047 | \$2,927,524 | \$10,889,571 | 0.00 | (\$506,481) | (\$3,744) | (\$510,225) |
| 2025-27 Total Funding | 23.50 | \$59,783,805 | \$17,431,753 | \$77,215,558 | 23.50 | \$59,277,324 | \$17,428,009 | \$76,705,333 | 0.00 | (\$506,481) | (\$3,744) | (\$510,225) |
| Federal funds included in other funds | | | \$17,276,779 | | | | | \$17,273,035 | | | | (\$3,744) |
| Total ongoing changes - Percentage of base level | 0.0% | 16.5% | 20.2% | 17.3% | 0.0% | 13.6% | 20.2% | 15.0% | N/A | N/A | N/A | N/A |
| Total changes - Percentage of base level | 0.0% | 16.5% | 20.2% | 17.3% | 0.0% | 15.5% | 20.2% | 16.5% | N/A | N/A | N/A | N/A |

Other Sections in Department of Career and Technical Education - Budget No. 270

| Section Description | Armstrong Budget | Senate Version |
|-----------------------------------|------------------|---|
| New and vacant FTE pool line item | | Section 3 provides the Department of Career and Technical Education cannot spend funds appropriated in the new and vacant FTE funding pool line item but may request the Office of Management and Budget to transfer funds to the salaries and wages line item. |

Other Sections in Department of Career and Technical Education - Budget No. 270

| Section Description | Armstrong Budget | Senate Version | |
|---------------------------|------------------|--|--|
| Workforce training grants | | Section 4 provides that of the \$3.25 million from the general fund in the workforce training line item, the Department of Career and Technical Education shall provide \$500,000 to eligible workforce training organizations for the purpose of defraying salaries and wages expenses of the organization's employees. | |



North Dakota Legislative Council

Prepared for the House Appropriations Committee
March 12, 2025

MAJOR RELATED LEGISLATION AFFECTING THE DEPARTMENT OF CAREER AND TECHNICAL EDUCATION AS OF CROSSOVER

This memorandum provides information on major related legislation affecting the Department of Career and Technical Education as of Crossover:

Senate Bill No. 2274 - This bill provides statutory authority for the Agriculture Commissioner to administer the farm management program currently administered by the Department of Career and Technical Education and appropriates \$1,900,000 of ongoing funding from the general fund to the Agriculture Commissioner for the program. The Senate removed the entire \$1,706,138 from the general fund in the Department of Career and Technical Education base budget for the program in Senate Bill No. 2019 (2025).



North Dakota House of Representatives

STATE CAPITOL
600 EAST BOULEVARD
BISMARCK, ND 58505-0360



Representative Anna Novak

District 33
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COMMITTEES:

Education
Energy and Natural Resources (Vice Chair)

March 12, 2024

Good afternoon, Mr. Chairman and members of the committee. For the record, my name is Anna Novak, representative from District 33.

I support Senate Bill 2003, which is the Career and Technical Education budget. Over the past 4 years or so, we have seen some wonderful outcomes from the classes offered in the CTE realm. Many of these classes spark an interest in a specific career for the students taking the course and have changed the entire trajectory of their life! But beyond this, I think one of the most exciting parts of CTE is the way these courses have been able to help our local employers with the workforce shortage! From my experience, it is much easier to keep people in a community than recruit someone to move to a different area from an opposite part of the state or country.

As I mentioned, I support this budget. But I am here to ask this committee to restore all, or at least some, of the funding for new CTE capital projects and include language for a 1 for 1 private-public partnership. Currently, we have invested a tremendous amount of money into CTE centers in our urban areas...with virtually nothing for our rural communities. Many of the urban areas have smaller towns located within 15-30 miles and those rural schools are able to commute to utilize those CTE centers. However, there are many pockets of the state that are located just too far away. My district is one of those. We are located about an hour and 15 minutes away from Mandan and about an hour and 45 minutes from Dickinson. While we have the opportunity for distance education classes, I think we all know that in-person learning is the optimal experience for education, especially with anything related to the trades.

I worked with our local superintendents and my regional CTE director during the interim to come up with a plan for a smaller, local CTE program and building for my district. It would serve several schools in the area and fill in one of the state's gaps in CTE locations. We met with local employers, including healthcare, telecommunications and those in the coal industry - which specifically employs 3000 people directly and 12,000 people indirectly. Just like everyone else, they are hiring and are struggling immensely to fill positions. The fact that they are unable to fill positions with yearly salaries of \$80K-\$120k should tell you that this is a real problem. Every single employer we met with was very supportive of the concept and was also supportive of donating a financial or an in-kind of contribution to make this possibility a reality for our community.

An issue we face is that some of the positions they need to fill require education that is hours away. So, the students have no option but to leave our area for their education. And sometimes they just simply don't come back after moving to a larger area. We can't control that, but we are finding that it's easier to keep people in an area versus attracting new people to move to a new area of the state or country. Many of these specialized programs could be done partially or completely locally through a CTE program. We identified between 5 and 10 different courses we wanted to focus on to fill the workforce shortage in our area.

Rural North Dakota is frustrated with the educational opportunities versus the opportunities available in our larger towns. Whether it's funding private school education, new buildings that aren't falling apart like many located within our smaller towns, and now CTE offerings. While there are many wonderful things offered to our kids in rural schools - including great teachers, smaller class sizes and oftentimes a more personal connection - I believe the spread between educational opportunities between our large and small towns is becoming greater with every legislative session. And it is truly inequitable.

Please consider adding funds to the CTE budget for capital projects in rural North Dakota. Energy and agriculture are the largest industries in our state - and those are located in our rural areas. In order for us to continue feeding and fueling the world, our schools need CTE just as much as our urban areas do.

Thank you, Mr. Chairman.

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Prairie Room, State Capitol

SB 2019
3/21/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of career and technical education.

9:04 a.m. Chairman Nathe opened the meeting.

Members present: Chairman Nathe, Vice Chairman Swiontek, Representatives Louser, Hanson, Martinson, Richter and Sanford.

Discussion Topics:

- Student numbers
- Career academy

9:05 a.m. Matthew Chaussee, CEO, Be More Colorful LLC, online, in favor #43372.

9:22 a.m. Representative Richter reviewed budget long sheet previous testimony #41131.

9:23 a.m. Wayde Sick, Director, CTE, answered questions.

9:26 a.m. Sara Vollmer, Dean, TrainND, answered questions.

9:36 a.m. Wayde Sick, Director, continued.

9:55 a.m. Lyle Krueger, Assistant Director, Central Region CTC, answered questions.

10:17 a.m. Daniel Spellerberg, CTE Director, Southeast Region CTC, in favor with previous testimony #40596 from 3/12/2025 and submitted additional written testimony #43341, #43342, #43343.

10:23 a.m. Eric Riley, Executive Director CTE, Career Impact Academy, in favor #43312.

10:31 a.m. Wayde Sick, Director, CTE, testified in favor #43445.

Additional written testimony:

Lyle Krueger, Central Regional Area Career and Technical Center submitted in favor testimony #43235.

Russ Hanson, Associated General Contractors of ND submitted in favor testimony #43236.

Wayne Heckaman, Director, Bakken Area Skills Center submitted in favor testimony #43326.

Drew Combs, North Dakota Trade Office submitted in favor testimony #43330.

Laura Lacher, Executive Director, ND Ethanol Producers Association submitted in favor testimony #43360 and #43366.

Timothy Burch, Executive Director, National Society of Professional Surveyors submitted in favor testimony #43390.

Chance Schaffner, Recruiting and Retention Battalion Commander, North Dakota Army National Guard submitted in favor testimony #43392.

Lesley Icenogle, North Dakota Corn Growers Association submitted in favor testimony #43397.

10:42 a.m. Chairman Nathe adjourned the meeting.

Krystal Eberle for Steven Riehl, Committee Clerk



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March 20, 2025

Members of the North Dakota House of Representatives Education and Environment Division Appropriations Committee

RE: Support for SB 2019 – Career and Technical Education Appropriations

Chair Nathe and members of the House Appropriations E&E committee,

I write to you today in strong support of SB 2019, a bill critical to sustaining and expanding Career and Technical Education (CTE) in North Dakota. I have provided multiple written testimony and oral testimony regarding CTE and this bill as CTE truly is the centerpiece of the early stages of our workforce and economic development in which you desire as state leaders. As I mentioned during my oral testimony, there is not one area of industry and economic development in which CTE does not have a connection.

Thank you for your time, your dedication, and your service to our great state. I know that each of you want what is best for North Dakota—both for today and for the future of our workforce. As legislative leaders, you are investing significant time, often with little recognition or compensation, to ensure our great state thrives. Career and Technical Education (CTE) is a key piece of that puzzle.

CTE is not just another educational initiative—it is an investment in workforce development, rural prosperity, and economic stability. It directly addresses North Dakota's most pressing challenges: affordable housing, daycare accessibility, and workforce shortages to name a few.

Take construction and building trades programs—these students are developing the very skills needed to address our affordable housing crisis. Early childhood education programs are training the next generation of daycare providers, directly tackling the shortage of childcare services in our state. Business and marketing courses are equipping young entrepreneurs with the knowledge to start and sustain businesses that will revitalize our state. Our Work-Based Learning programs help students establish and complete meaningful industry related experiences such as job shadows, internships, capstones, and cooperative work experiences, giving them real-world exposure and experience.

CTE centers provide high school students with real-world experience, industry-relevant training, and career pathways that lead directly into high-skill, high-wage, and in-demand occupations. And unlike traditional college paths, these students are often workforce-ready years earlier—saving them and their families thousands of dollars in tuition while also accelerating our state's economic growth.

Let's briefly talk numbers. As outlined below, in the past three years, an average of over 55% of CTE enrollments within our CRACTC programming come from disadvantaged rural North Dakota students—students who often have fewer educational and career opportunities, due to various reasons. Without CTE Center

Pat Phillips, Director
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Lyle Krueger, Assistant Director
Lyle.Krueger@k12.nd.us

Amy Johnson, Registrar
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and virtual/hybrid CTE programming such as CRACTC, these students may leave the state in search of available opportunities elsewhere as they will be unaware of the robust career experiences and opportunities available to them right here in ND. But with strong CTE programs, and our connection with industry partners at an earlier age, we provide them a compelling reason to learn, stay, build, and invest in their communities and our great state in which you lead!

The CRACTC utilized the funding that you approved to the State CTE Dept last session by not only continuing the programs we had prior but expanding it with more available course programming and with more enrollments. Over the past two years, CRACTC has had a 33.25% increase in enrollments (students who took a minimum of a ½ credit of CTE programming) from 805 in 22-23 to 1,206 this year with an average of 55.54% of those students coming from rural schools, with the remaining 44.46% coming from urban public, private, and homeschool students. Below are some of these statistics:

| School Year | Schools Served | CTE Programs | Courses Provided | Enrollments (Min 0.5cr) | % Increase from Prev Year | Rural Enrollments | Rural Enrollment % | |
|-------------|----------------|--------------|------------------|-------------------------|---------------------------|-------------------|--------------------|--------------------|
| 22-23 | 58 | 8 | 27 | 805 | baseline | 471 | 58.50% | |
| 23-24 | 46 | 7 | 32 | 961 | 16.23% | 494 | 51.40% | |
| 24-25 | 57 | 8 | 33 | 1206 | 20.31% | 684 | 56.71% | |
| | | | | | | | 55.54% | Avg Rural % |

Speaking of numbers that should resonate with your work, earlier I spoke about saving students & families time and money. CRACTC, in partnership with area postsecondary institutions like Bismarck State College, through dual-credit opportunities for applicable CTE courses, CRACTC alone helped saved students approximately \$30,000 in tuition costs. That is money that stays in the students' pockets, in their families' pockets, money that stays and get reinvested in North Dakota!

These simple numbers tell a compelling story: students want these opportunities, regardless of where they live or the school they attend, and we have an obligation to provide that to them. CRACTC's motto is: *Helping prepare today's students for tomorrow's experiences...*and the numbers above prove it! I ask you today--help us, help you, in reaching your goals as state leaders! Reinstating funding for CTE is not just a good decision—it is the right decision for North Dakota's future.

Please feel free to contact me at your convenience if you have any questions you'd like to discuss.

Sincerely,

Lyle P Krueger

Lyle P Krueger

Central Regional Area Career and Technical Center

Pat Phillips, Director

Pat_Phillips@bismarckschools.org

Lyle Krueger, Assistant Director

Lyle.Krueger@k12.nd.us

Amy Johnson, Registrar

Amy.A.Johnson@k12.nd.us

Testimony SB 2019

March 21, 2025

House Education & Environment Committee - Appropriations SB 2019

Mr. Chairman and members of the House Education & Environment Committee, my name is Russ Hanson, and I am with the Associated General Contractors of North Dakota (AGC of ND). The AGC of ND is the largest construction trade association in North Dakota who perform all types of commercial construction (highway/bridge, vertical commercial, water/utility). Our membership also consists of equipment and material suppliers and has been in existence since 1951. I appreciate the opportunity to provide input into consideration the CTE Budget (SB 2019).

As a trade association of a business orientated organization, I am far from being well versed in the important education policy and the specifics of their budgets. The thing I know most about education is the type of learning the trade and crafts people which are employed by the industry I represent greatly benefit from the offerings budgets like the Career & Technical Education agencies provide. Overall, we have always been supportive of an adequate CTE budget but would like to weigh in on an area contained in the original SB 2019 and removed by the Senate.

The Virtual Reality Exploration contained in the original bill is an important element in reaching more students earlier using virtual reality to expose them to a variety of ways earlier in the school years and in a more diverse way than learning about the trades in a more traditional manner. We would request the committee restoring the \$2 million contained in the original bill as it ensures sufficient resources to maintain a sustainable statewide model for early-stage career exploration.

I appreciate the opportunity to present this testimony and the thoughtful consideration this committee utilizes when they address the legislation assigned to this committee.



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& Technical Education
Grand Forks Area Career and Technology Center

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eripley270@mygfschools.org

March 12, 2025

Members of the House Appropriations – Education and Environment Committee:

Workforce needs for the state continue to be a critical factor for North Dakota's economic growth and vitality, and Career and Technical Education (CTE) serves as a critical component in the development of our state's workforce pipeline. SB2019 provides the opportunity to financially support and expand the availability of CTE programs to students across the state. The expansion of high quality CTE programs was evident in the state's appropriations for the new CTE Centers, including the **Career Impact Academy** serving the Grand Forks region.

The **Career Impact Academy**, completing construction in May, will serve as a CTE center providing access to Grand Forks and surrounding rural communities in program areas that align with regional workforce needs. The establishment of the facility aligns with the goals of the Department of Career and Technical Education, and highlighted by Governor Armstrong in his State of the State address as "an absolute game changer" for engaging students in their education and development of the state's future workforce.

As a member of the 69th Legislative Assembly, you have the opportunity to support CTE as an investment into meeting our state's workforce challenges. I respectfully ask your support of SB2019, including the priority items below, which supports the goals and objectives of Career & Technical Education, and the Career Impact Academy.

Priority items within SB2019 that I would strongly advocate for the committee's inclusion includes the following:

- **New Programs (Currently at \$3M)** – The new CTE Centers are coming online statewide, and with the new facilities are new programs to expand and enhance the availability of high-quality CTE to our state's students. For the Career Impact Academy, opening in Fall, 2025, we are planning to offer 9 different CTE program pathways to our region. Simply stated, \$3M is not enough to support the expansion of CTE within the state.
- **CTE Capital Projects Program (Currently at \$0M)** – To complete the remaining funding gaps in the CTE Center projects, along with supporting new CTE Center proposals. During the last session, the legislative ask was \$55M for inflationary funds, with \$26.5 being allocated. The remaining balance for existing projects is needed to deliver on the CTE Centers proposals originally approved by the state.
- **Cost to Continue (Currently at \$4M)** – As costs within existing programs (salaries, benefits, curricular resources) increase year-over-year, these dollars are used to help maintain current reimbursement rates.

Sincerely,

Eric Ripley
Executive Director of Career & Technical Education



Mark Sanford Education Center
2400 47th Ave. S
Grand Forks, ND 58201-3405



PO Box 6000
Grand Forks, ND 58206-6000



www.gfschools.org

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Written Testimony in Support of ND SB 2019

Submitted by: Dr. Wayne Heckaman

Title: Director, Bakken Area Skills Center

Date: March 10, 2025

Members of the Committee,

I am writing to express my dedicated support for ND SB 2019, which is crucial in sustaining and expanding the impact of CTE programs across North Dakota, particularly in our growing Bakken region in northwest North Dakota. As Director of the Bakken Area Skills Center, I have observed firsthand how the demand for skilled education and workforce development continues to rise alongside our expanding population who desire to stay in the region. Our enrollment numbers and projections, demonstrate the increasing need for funding and resources to meet the demands and needs of our students and support of our workforce in our local communities and industries.

CTE programs are vital in equipping students with firsthand skills that directly translate to workforce readiness, supporting not only individual success but also regional economic growth. The continued investment in CTE ensures that North Dakota remains competitive in attracting and retaining skilled professionals in high-demand industries. The Bakken Area Skills Center is an amazing new center, however, the need for continued and additional resources to keep it operating and functioning to its full potential is critical.

I urge the committee to support SB 2019 and provide continued and additional funding to sustain and grow these essential programs for our center and all centers across this great state. Thank you for your time and consideration.

Respectfully,

Dr. Wayne Heckaman
Director, Bakken Area Skills Center
Watford City, ND



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Fargo, ND 58108-6050

P: +1 701 231 4323
www.ndto.com

March 3, 2025

The Honorable Mike Nathe, Chairman
North Dakota Legislative Assembly
Appropriations – Education and Environment Division

Letter of Support SB 2019

Dear Chairman Nathe,

On behalf of the North Dakota Trade Office (NDTO), I am writing to express our strong support for the complete restoration of funding for the VR Career Exploration line item in SB 2019. This funding is critical to ensure that the North Dakota Career and Technical Education (NDCTE) program has the necessary resources to create a sustainable and impactful approach to early and diverse career exploration for all North Dakota students.

We are incredibly excited about this opportunity to increase North Dakota students' learning capabilities and the global notoriety that advances in this technology bring. This technology and the knowledge base are another notch in the ND basket of an exportable commodity. Since its inception, the NDTO has fielded numerous calls from worldwide with interest in this technology. In fact, one company from the United Kingdom is in the late stages of relocating their business to ND and is partnering with a local firm.

We respectfully urge you to support the complete restoration of this funding, which will empower NDCTE to continue its mission of providing innovative and effective career exploration programs. Your leadership and commitment to the future of North Dakota's students and workforce are greatly appreciated.

Thank you for your time and consideration. Please do not hesitate to reach out if you have any questions or require additional information.

Sincerely,

A handwritten signature in blue ink, appearing to read "Drew Combs", is written over a light blue horizontal line.

Drew Combs
Executive Director
North Dakota Trade Office

MONITOR

www.wahpetondailynews.com/news_monitor

WEDNESDAY, March 12, 2025

VOL. 138, N



Haley
Lautt



Danielle
Luebke



Kimberly
Quast



SUBMITTED

The entire Southeast Region Career & Technology Center team who work as counselors and career development with local students are, front row, from left, Ashley Michaels of Campbell-Tintah, Rhonda Weigelt of North Sargent and Daisy Canfield of Wahpeton. Back row, Ed Wentworth of Southeast Area Vocational Center in Oakes, Kimberly Quast of Fairmount and Lidgerwood Public Schools, Danielle Luebke of Hankinson Public School, Darci Weber, Counselor, Milnor Public School and Haley Lautt the school counselor at Wyndmere.

The best seats in the house

Local school counselors rewarded by seeing the success of children from age five to adults

BY JOHN ANDERSON

Reporter

School guidance counselors are not as high profile as teachers, they help students thrive.

The American School Counselor Association (ASCA) is also honoring counselors with the theme, "Helping Stu-

dents Thrive." ASCA officials say they are "highlighting the tremendous impact school counselors can have in helping students achieve school success and plan for a career."

The News Monitor is also highlighting area counselors to learn more about them and

why they love what they do. Today we feature three outstanding counselors, Haley Lautt, Danielle Luebke and Kimberly Quast.

They are best known for working in Wyndmere, Lidgerwood and Hankinson schools.

Haley Lautt is a school counselor and

works career development for students in grades K-to-12 at Wyndmere. She is part of the Southeast Region Career & Technology Center.

News Monitor: What is rewarding about your job?

See **COUNSELORS**, Page 10

March 20th, 2025

Chairman Nathe and Members of the House Appropriations – Education and Environment Division:

Good morning. Thank you for the opportunity to provide testimony today. I appreciate the time and commitment you dedicate to ensuring the needs of North Dakota are met. One of the most pressing challenges facing our state is addressing workforce shortages, and Career and Technical Education (CTE) plays a critical role in strengthening North Dakota's workforce pipeline.

CTE's mission is to equip students with career awareness, hands-on learning experiences, connections to post-secondary education, opportunities to obtain industry-recognized credentials, and access to work-based learning experiences in collaboration with business and industry. CTE has been — and will continue to be — an essential component of our educational system, preparing students to be *Choice Ready* and *Life Ready*. I firmly believe that CTE remains one of our state's most powerful tools in engaging, retaining, and preparing North Dakota's youth to fill the high-demand workforce needs that exist today and in the future.

As the Director of the Southeast Region Career & Technology Center (SRCTC), I am submitting written testimony in support of SB2019. Your continued support of this funding request is critical to the long-term sustainability and growth of Career and Technical Education across the state. The appropriation outlined in SB2019 will provide essential funding for maintaining existing programs, supporting workforce training, and funding new and expanding CTE programs.

Southeast Region CTC Enrollment

Data trend

Total grades 9-12 Enrollment in these schools

| | Projected Fall 25- 26 | Fall 24- 25 | Fall 23- 24 | Fall 22- 23 | Fall 21- 22 | Fall 20- 21 | Average over 6 years |
|--------------------------------------|-----------------------------|----------------|----------------|----------------|----------------|----------------|-------------------------|
| Campbell/Tintah | 34 | 33 | 45 | 45 | 43 | 46 | 41 |
| Fairmount | 31 | 27 | 28 | 33 | 40 | 42 | 34 |
| Hankinson | 73 | 66 | 72 | 72 | 83 | 82 | 75 |
| Wahpeton | 369 | 364 | 371 | 388 | 407 | 393 | 382 |
| Wyndmere | 83 | 75 | 64 | 68 | 63 | 68 | 70 |
| Colfax | 85 | 81 | 81 | 75 | 72 | 64 | 76 |
| Milnor | 59 | 52 | 55 | 46 | 51 | 57 | 53 |
| Lidgerwood | 48 | 48 | 55 | 54 | 56 | 57 | 53 |
| Oakes | 152 | 155 | 154 | 155 | 154 | 142 | 152 |
| Sgt. Central | 50 | 45 | 39 | 51 | 44 | 41 | 45 |
| Ellendale | 85 | 80 | 84 | 97 | 81 | 84 | 85 |
| Lisbon | 187 | 182 | 206 | 207 | 189 | 189 | 193 |
| N. Sgt. | 71 | 64 | 63 | 55 | 58 | 70 | 64 |
| Edgeley | 68 | 66 | 67 | 63 | 72 | 74 | 68 |
| Kulm | 30 | 36 | 42 | 40 | 41 | 40 | 38 |
| Total Students | 1425 | 1374 | 1426 | 1449 | 1454 | 1449 | 1430 |
| Rural Students | 1056 | 1010 | 1055 | 1061 | 1047 | 1056 | 1048 |
| Total CTE Credits Given | 1800 | 1552 | 1778 | 1808 | 1629 | 1544 | 1685 |
| Rural CTE Credits Given | 1378 | 1132 | 1303 | 1358 | 1254 | 1208 | 1272 |
| Average for All Students Served | 1.26 | 1.13 | 1.25 | 1.25 | 1.12 | 1.07 | 1.18 |
| Average for Rural Students Served | 1.30 | 1.12 | 1.24 | 1.28 | 1.20 | 1.14 | 1.21 |

** Filled
the
2 FTE's

** Lost 2 FTE's - 1 in Ag & 1 in Marketing BOTH SERVED RURAL STUDENTS

As a center serving a predominantly rural student population—an average of 73.3%—our capacity for significant enrollment growth is inherently limited. To ensure we meet the evolving needs of our member schools, we actively engage with local stakeholders by attending school board meetings annually to gather input on their priorities. Additionally, we host advisory meetings to receive valuable feedback from industry partners, ensuring our programs align with workforce demands.

We are committed to listening to our communities and providing the best possible Career and Technical Education (CTE) resources for our students. A copy of the state's In-Demand Occupations list is prominently displayed in my office, serving as a guiding framework for our program offerings. Alongside our community stakeholders, this data-driven approach ensures that our CTE programs remain relevant and impactful.

We are fortunate to collaborate with North Dakota State College of Science (NDSCS), allowing us to offer a wide range of dual credit courses and early entry experiences. These opportunities help students make informed career decisions, ensuring they pursue pathways they find both fulfilling and valuable.

Our center has found success in delivering opportunities that individual member schools would struggle to offer independently. By pooling resources, we maximize access to high-quality CTE experiences. We also develop and share mobile labs among schools, ensuring that innovative resources benefit all students rather than remaining underutilized. Our philosophy is to fully utilize and wear out our resources over five to eight years rather than let valuable equipment sit unused on a shelf. This collaborative, efficiency-driven model ensures that all students receive hands-on, meaningful educational experiences that prepare them for successful futures.

Over the past two years, we have witnessed significant growth in the number of new CTE Centers across the state — a direct result of the Legislature's previous investment in area career and technology centers. This investment has allowed for the expansion of CTE opportunities, ensuring that students across North Dakota, including rural communities, have access to high-quality career and technical education. However, I am increasingly concerned that the current funding level approved by the Senate does not reflect the financial needs necessary to get these new centers operational and fully staffed. The initial request from the State CTE office was for \$20 million to support new and expanding programs; however, the Senate amended that appropriation down to \$3 million. This reduction in funding significantly limits our ability to help these newly approved CTE Centers become fully operational. Without adequate funding from the State CTE Board, several new centers will struggle to open their doors or maintain consistent staffing.

As an example, our CTE Center in Wahpeton is celebrating its 52nd year of service, providing hands-on career education to over 1,700 students in southeast North Dakota annually. Our center operates in collaboration with 15 member school districts, offering high-quality career and technical training in fields such as Agriculture Education, Automotive Technology, Career Development and Counseling Services, Chef Training, Construction Technology, Diesel Technology, Emergency Medical Technician (EMT) Training, Marketing, Medical Science and Health Careers, Patient Care Technician, and Welding Technology. Our work has provided a direct pipeline of skilled, workforce-ready students to North Dakota's industries, helping to fill critical employment gaps.

It is important to note that the cost of delivering CTE programming is significantly higher than that of traditional educational offerings due to the need for specialized instructors, high-cost training equipment, industry-standard certifications, and work-based learning partnerships. Additionally, the ongoing operational costs associated with launching and sustaining new CTE programs place a substantial financial burden on centers like ours. Without appropriate funding support through the New and Expanding Programs line item, we risk limiting access to CTE and failing to capitalize on the momentum created by the recent expansion of CTE centers across the state.

In 2021, the North Dakota Legislature demonstrated bold leadership by investing in the development of new CTE Centers across the state. This decision has already yielded positive results by increasing student access to CTE and addressing workforce shortages in key industries. However, the value of that investment will not be fully realized without the necessary operational funding to ensure those new centers are adequately staffed, resourced, and fully functional. The State CTE office originally requested \$20 million in the New and Expanding line item to ensure these centers could open and operate effectively. Unfortunately, the current Senate-approved a version of SB2019 that reduces the funding to \$3 million, which will leave many centers unable to fulfill their intended purpose. I urge you to fully fund the New and Expanding Programs line item to allow these centers to serve North Dakota students and employers effectively.

Investing in CTE is a direct investment in North Dakota's workforce and future economic stability. With over 18,000 job openings across the state, now is not the time to slow down the momentum that has been created through the expansion of CTE centers. The continuation of sustainable funding through SB2019 will help ensure that CTE remains a driving force in workforce development and talent retention across North Dakota.

As a member of the 69th Legislative Assembly, you have the opportunity to strengthen North Dakota's future workforce by fully supporting SB2019, specifically by restoring the \$20 million request for the New and Expanding line item. This funding is critical to ensuring that newly approved CTE Centers have the financial support needed to open their doors, hire high-quality instructors, and serve students across the state.

Thank you for your time, consideration, and ongoing commitment to investing in Career and Technical Education. I am happy to answer any questions or provide further clarification regarding the importance of this funding request. I respectfully urge your support of SB2019 and a restoration of funds to the New and Expanding line item to ensure that CTE continues to meet North Dakota's workforce needs both now and in the future.

Respectfully Submitted,



Dan Spellerberg
CTE Director
Southeast Region Career & Technology Center



Work-based program pays off for Wahpeton student

Heitkamp Construction pleased with the efforts and results

BY CAMERON SUTPHIN
Reporter

Jayden Merrick has been working for Heitkamp Construction of Wahpeton, participating in work-based learning.

Merrick, a senior at Wahpeton High School, is able to earn high school credit trying a variety of skills including concrete construction, forklift and lockout/tagout procedures.

"He's a good worker, he shows up, doesn't miss work, is always

willing to learn and he stays busy, he works hard," Heitkamp Construction General Manager Gary Page said.

Merrick has been working with Heitkamp construction for over a year and is the first student to work with Heitkamp Construction.

Merrick has been able to build his resume as he is considering different certification programs and apprenticeships. He enjoys welding and is considering over the road welding as a career.

Merrick will be staying with the company after he graduates at least through the summer.

Merrick's supervisor, Les Swenson, talked about the need for work-based learning

programs in public school.

"The problem is there's such a shortfall in today's world for skilled labor that if the schools don't bring the skill trades back into our schools we're going to have a real problem," Swenson said. "We've taken the skills side of school out of the program ... Those programs build a good health work base, ability to problem solve and to think outside the box. Without those programs we're going to be in trouble."

In order to participate in work-based learning, an employer creates a compass profile to inform students they are looking for a work-based learning hire. Then a student applies, logs hours, evaluates the employ-



SUBMITTED

Les Swenson and Wahpeton High School student Jayden Merrick, right, working at Heitkamp Construction.

er and completes a final presentation.

The employer does two quarterly assessments on the student. The coordinator does a safety check, media

recognition and gives the student their final grade.

"It gives kids an opportunity to get work experience and learn some skills they may

not otherwise get," Page said. "It's an investment if they stick around after school, it helps out. We would be hopeful to do it again in the future."

DID YOU KNOW?

The electric chair was invented by a dentist.

NATIONWIDE

A U.S. Navy destroyer, designed to intercept ballistic missiles, has been deployed to the southern border as part of President Trump's crack down on immigration

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Testimony of Laura Lacher
Economic Development Association of North Dakota
In Support of SB 2019
March 21, 2025

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

The Economic Development Association of North Dakota (EDND) represents economic development organizations on the front line of economic development efforts throughout North Dakota. The primary purpose of the organization is to promote the creation of new wealth throughout North Dakota to develop more vibrant communities and improve quality of life.

Workforce availability is the most significant challenge facing North Dakota businesses, limiting the growth potential of the state's economy. EDND supports the development of workforce attraction, development, and retention strategies that address the needs of the state's businesses and industries.

Workforce development is integral in creating a diversified economy, better employees, and competitive companies, and we encourage the committee to keep funding for these programs at the current level. The training programs provided by CTE are tailored to the needs of businesses and provide tools for more efficient and productive employees.

As economic developers and communities continue to seek diversification of our state's economy, the need to train current and future employees will grow. The availability of a high-quality competitive workforce will remain a significant challenge facing North Dakota businesses, which will in turn impact the potential of the state's economy.

EDND supports the investments included in this bill and the development of workforce training strategies that address the diversification and growth of businesses and employees.

Thank you for this opportunity to address your committee and express our support of SB 2019.



Testimony of Laura Lacher

North Dakota Ethanol Producers Association

In Support of SB 2019

March 21, 2025

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

My name is Laura Lacher, executive director of the North Dakota Ethanol Producers Association (NDEPA). NDEPA represents North Dakota's ethanol plants, industry stakeholders and associated businesses. On behalf of our member plants, I want to share our support for SB 2019 and the continued investment in CareerViewXR and highlight the value it can bring to industries like ours.

The ethanol industry is evolving rapidly. With opportunities emerging in carbon capture, sustainable aviation fuel, and other low-carbon technologies, we're entering a new era of innovation. These advancements will create a growing need for a skilled workforce—right here in North Dakota.

The North Dakota Ethanol Council (NDEC) is currently in discussions to partner with CareerViewXR to help highlight the future of agriculture and renewable energy in our state. The platform already includes virtual tours of an ethanol plant, offering students an inside look at the innovation, technology, and real-world impact of careers in the industry. Expanding access to these immersive experiences can inspire early interest in high-demand fields—especially in rural communities where most of our plants are located where exposure to those career paths may be limited.

We hope the committee will consider restoring the program's original funding level to help realize its full statewide potential and strengthen these important industry-education connections. Continued support for CareerViewXR not only helps students see what's possible—it also helps industries like ours build the workforce we'll need for the future. We appreciate the commitment to this initiative and are encouraged by the growing collaboration between education and industry.

Thank you for your time and I would be happy to answer any questions.

Virtual Reality for Career Exploration



*A Public-Private Partnership for Sustainable
Statewide Career Exploration Programming*

A Statewide Problem with an In-State Solution

Limited opportunities for career exploration:

- Time constraints
- Geographic limitations
- Safety & privacy concerns
- Financial hurdles

CareerViewXR has been deployed across all secondary schools

- Built in partnership with North Dakota educators and students
- Nearly 100 Virtual Career Field Trips
- Deployed across middle and high schools
- 2 Years testing multiple adoption models
- Industry-aligned & ready to scale

Impact Metrics: Initial Usage

- 300 VR Headsets provided to schools (Est. 30,000-50,000 uses)
- 3,600 non-VR devices registered to access experiences
- 1,140 high school students directly engaged with career coach (Region 3 Mobile Classroom)
- 1,300 grade school students engaged in RRVF immersive room (in just 2 months)
- 45 educators taking professional development and/or graduate credit
- Feedback collected from hundreds of educators

Impact Metrics: Financial ROI

An initial \$500K investment was made by ND in the 23-25 biennium

During the same time period:

- \$2M invested by CareerViewXR in ND content production
(4x ROI)
- \$9.9M in federal funding secured for XR for VR project at BSC
(20x ROI)
- 300+ VR headsets donated by CareerViewXR
(\$180,000 in-kind donation of equipment)

Impact Metrics: National Visibility

- Multiple national awards
- 28 other states using ND-produced industry experiences
- Meetings with 8 Governors and US Congressional Delegates
- National Industry Association Presentations
- Broadcast on CSPAN
- International EdTech Conference Panelist
- Patent pending solution

Voices from K-12

Students:

- *"I thought I was interested in this career, but it's not what I expected."*
- *"Oh wow, I never even knew that job existed!"*
- *"That was fun. What else do you have? When are you creating more?"*

Educators:

- *"Their faces light up with curiosity"*
- *"They can see and experiences things they were never able to before"*

Parents:

- *"I wish they had this when I was in school."*

Voices from Industry

“Helps us ensure we are putting students on a track that is right for them.”

“Brings underrepresented industries to students, meeting them where they are at.”

“You cannot get the same ‘wow factor’ by trying to describe the career in a conversation.”

“This is going to transform the way students make informed decisions about their career pathway.”

The Roadmap to Long-Term Success

- ☒ Awareness 23-25 (done)
- ☒ Adoption 25-27 (in progress)
- ☐ Sustainability 27-29 (pending)



Adoption: Reaching Every Student

- Expanding access to all elementary schools
- Design and development – RU Ready and Golden Path Solutions
- Expand career exploration partnerships
 - Junior Achievement
 - Marketplace for Kids
 - T4 Summit
 - Sanford Aspire
- Professional development for educators (Goal: 100+ trained in 2025)
- Explore mobile career exploration classroom expansion
- Deploy in nine new immersive learning rooms statewide

An Equitable Public-Private Partnership

Industry
Commitments
\$1M

Continued Access for
High School (\$800K)

Expand Access to Higher
Education (\$200K)

CareerViewXR
In-Kind Contributions
\$1M

Continued Access for
Middle School (\$500K)

Continued Production for
ND Industries (\$500K)

VR Career Exploration
Budget
\$1M (\$2M Requested)

Expansion to Elementary
(\$1M)

Necessary Enhancements
to RU Ready

Student/Employer
Data Integration

Curriculum Mapping

Supportive Programming

***NOTE: ND Corn Council confirmed at \$100K,
four industry partnerships pending,
over 20 industry conversations started,
all awaiting the state's level of commitment***

They Can't Be
What They Can't See



**Let's Put North Dakota
Industries on Their Horizon**



National Society of Professional Surveyors

21 Byte Court, Suite H, Frederick, MD 21702

Phone: 240-439-4615 | info@nsps.us.com

March 20, 2025

To Chairman Nathe and members of the House Appropriations Education & Environment Committee:

My name is Timothy W. Burch, PLS, and I serve as the Executive Director of the National Society of Professional Surveyors (NSPS) - a position I am honored to hold after more than 40 years in the surveying profession. Throughout my career, I've worked in the field, managed operations, and advocated at the national level for the future of surveying. I'm writing today to express my strong support for the Virtual Reality Career Exploration initiative funded through SB 2019, and to urge you to restore the \$2 million budget line to ensure this valuable tool will receive the critical support needed to build a sustainable statewide industry-funded model for career exploration.

Surveying is one of the most vital but least understood professions in our nation. From infrastructure and development to environmental stewardship and public safety, land surveyors are at the foundation of nearly every major infrastructure project. And yet, our industry faces a persistent and troubling recruitment challenge. Few students understand what surveyors do, and even fewer can envision themselves in this career. Much of that is due to lack of exposure—we simply haven't had the tools to showcase the work in an engaging, real-world way. Until now.

Late last year, NSPS had an opportunity to develop an immersive virtual field trip showcasing the surveying profession, in partnership with CareerViewXR, Moore Engineering, and the North Dakota State College of Science. Now, for the first time in the history of our organization, we have a tool that authentically brings this work to life for students. It's hands-on. It's engaging. And it's real. When I tried the experience myself, it transported me back to my days in the field—and I knew immediately this was going to do wonders for career awareness in our industry.

We have grown so confident in this tool's impact that NSPS requested CareerViewXR's CEO and Co-Founder, Matthew Chaussee to present his work at our Annual Spring Meeting currently occurring outside Washington, DC. In fact, Mr. Chaussee just concluded his presentation in front of our Workforce Development Committee this afternoon. Our state directors from around the country were in awe, asking how they can implement this technology in their own workforce initiatives. This is just the beginning. NSPS is eager to continue down this path, actively promoting this virtual career experience nationwide across our membership in all 50 states.

Moreover, we are committed to providing ongoing feedback as we work with CareerViewXR to build a national model for immersive industry partnerships. What North Dakota has developed here is more than a program—it's a model with potential to scale nationally.



The opportunity you have at your fingertips is one that will quickly become the envy of other states. I would strongly encourage you to cement your state's position as a leader in career awareness innovation now when you have the chance, by fully funding the \$2 million budget line for Virtual Reality Career Exploration in SB 2019.

Your support will both lift up the surveying profession across your state but will also provide our organization an opportunity to point toward the public-private collaboration happening in North Dakota as an innovative, transformative, and sustainable model to promote early stage career literacy as a proactive workforce development tool. This solution is incredibly important to keep roles that are critical to growing our communities, like Professional Land Surveyor, top of mind for students on their career journey.

Thank you for your time and your commitment to supporting positive workforce outcomes for students. Please don't hesitate to reach out if I can offer any additional insight or support.

Sincerely,

Tim

Timothy W. Burch, PLS
Executive Director
National Society of Professional Surveyors
tim.burch@nsps.us.com
240-439-4615, ext. 11

Cc: Matthew Chaussee, CareerViewXR



**NORTH DAKOTA ARMY NATIONAL GUARD
RECRUITING AND RETENTION BATTALION
4150 MIRIAM AVENUE
BISMARCK, ND 58506-5511**

20 March 2025

SUBJECT: Support for Senate Bill 2019

Dear Mr. Chairman and Committee Members:

As Commander of the North Dakota Army National Guard Recruiting Commander, I write to you in support of SB 2019 and its intended support of virtual career education and exploration. As a current partner with the North Dakota Public Instruction and the Center for Distance Education (CDE), the North Dakota Army National Guard's ability to reach out to tomorrow's leaders today is vitally important for the future defense of our state and nation.

With declining connection to service members, the ability to for the National Guard to provide an understanding of the role the National Guard plays in our communities is an opportunity gone underutilized.

Integrating the National Guard into the Choice Ready framework and the potential of the Military Pathway courses offered via the CDE, the ability to reach the next generation of leaders through virtual means will create the opportunity for all students within the North Dakota Education system to gain an initial understanding of potential experience that awaits them as future members of the National Guard.

Expanding the virtual experience to all students with opportunities at their disposal, Military Pathway, and Choice Ready framework, all North Dakota students will understand the opportunities the National Guard can provide them, as well the importance of service to the state and nation.

I respectfully request your consideration in supporting the funding to enhance the virtual expansion to all North Dakota students and strengthen the National Guard.

Thank you for your time and service to the great State of North Dakota. If you have any further questions, I can be reached at 701-426-8607, or email chance.d.schaffner.mil@army.mil.

CHANCE D. SCHAFFNER
LTC, EN, NDARNG
Commanding



In Favor of SB 2019
House Appropriations – Education and Environment Division
March 21, 2025

Chairman Nathe and members of the Division:

For the record, my name is Lesley Icenogle. Thank you for the opportunity to testify on behalf of the North Dakota Corn Growers Association in favor of Senate Bill 2019.

NDSU's economic contribution analysis of North Dakota's agriculture industry places ag's annual contribution to the economy at \$41.3 billion and more than 123,000 jobs. This contribution depends on a skilled workforce; however, the state's labor shortage is particularly acute in agriculture. As such, expanding and strengthening agriculture education in the K-12 school system is a policy priority for the North Dakota Corn Growers.

We rise in support of the funding for virtual reality career exploration in Section 2 of this bill. The CareerViewXR platform gives North Dakota students the opportunity to explore diverse careers in agriculture, including agronomist, farmer, veterinarian, and numerous roles at an ethanol production plant. State support for this initiative will expand access to CareerViewXR to elementary students and will demonstrate the state's commitment to the private sector.

The North Dakota Corn Growers respectfully request the Division maintain funding for virtual reality career exploration in SB 2019 and restore the \$2 million amount from the original request. Thank you for your consideration, and I will stand for any questions.

Work-based Learning Coordinators by Region

Referencing the attached CTE Center map and the North Dakota Regional Map will give a visual representation of the locations needing additional WBL Coordinators to alleviate WBL opportunity gaps. The North Dakota Regional Map is on the second page of this document. It is essential that each of the 8 regions in North Dakota have equal WBL opportunities. Viewing the map will also reveal the need for travel reimbursement if Coordinators reach out to surrounding communities. NDCTE must fund the existing WBL Coordinators while providing an additional \$1.5 million to reach the underserved areas. Below is a list of the CTE Centers in each region and the number of additional WBL Coordinators needed in each region.

REGION 1 - CURRENTLY 3 FULL-TIME WBL COORDINATORS EMPLOYED

Region 1 does not need additional WBL Coordinators currently. There are three full-time WBL Coordinators to cover Region 1.

Enrollment: 11,204 (k-8 8,186) (9-12 3,018)

Bakken Area Skills Center – Bakken Area serves 10 member schools and employs one full-time WBL Coordinator for the Center and one full-time Regional WBL Coordinator.

Williston Basin Career and Technical Education Center– Williston Basin CTC serves 4 member schools and currently employs one full-time WBL Coordinator.

REGION 2 – CURRENTLY 1 FULL-TIME WBL COORDINATOR EMPLOYED

Region 2 needs at least two additional full-time WBL Coordinators

Enrollment: 16,667 (K-8 11,621) (9-12 5,046)

Minot Area Workforce Academy - The Minot Area Workforce Academy serves 3 member schools. The Minot Center needs a WBL Coordinator to support the Minot student population and assist in the surrounding communities.

Central Region Area Career and Technical Center – The CRACTC WBL Coordinator covers a very large area including 55 rural schools in region 2 & 7 that do not have resources necessary to support a WBL Coordinator. CRACTC employs 1 full-time WBL Coordinator. It would be beneficial to add a WBL Coordinator to cover the underserved communities in the Central Region.

REGION 3 – CURRENTLY ZERO WBL COORDINATORS EMPLOYED

Region 3 needs at least one full-time WBL Coordinator.

Enrollment: 7,597 (K-8 5,285) (9-12 2,312)

Lake Area Career and Technology Center – Lake Area CTC serves 5 member schools. In addition to the 5 member schools the surrounding grey area on the map represents communities that do not have access to a WBL

Coordinator. One WBL Coordinator is desperately needed to offer consistent, quality WBL programs to the districts that do not have access to WBL Programs.

REGION 4 – CURRENTLY 1 FULL-TIME AND 1 60% WBL COORDINATORS EMPLOYED

Region 4 needs at least one additional full-time WBL Coordinator.

Enrollment: 13,106 (K-8 9,173) (9-12 3,933)

Grand Forks Area Career and Technology Center (Career Impact Academy) – Grand Forks serves 8 member schools with a large student enrollment. Grand Forks employs one 60% WBL Coordinator. One additional full-time coordinator is needed.

North Valley Area Career and Technology Center – Serves 11 Schools with one full-time WBL Coordinator.

REGION 5 – CURRENTLY 2 FULL-TIME WBL COORDINATOR AND 2 PART-TIME EMPLOYED

Region 5 needs at least two additional full-time WBL Coordinators.

Enrollment: 34,098 (K-8 23,922) (9-12 10,176)

Cass County Career and Technical Education Center– Cass County serves 3 member schools including a large student population in the Fargo area. Cass County employs one full-time WBL Coordinator. One additional WBL Coordinator is needed to create consistent quality WBL experiences.

Southeast Region Career and Technology Center – Southeast Region CTC serves 15 schools. One full-time WBL Coordinator is needed in this area to travel to these schools in remote areas. SE currently employs two part -time WBL Coordinators.

REGION 6 – CURRENTLY 2 60% WBL COORDINATORS EMPLOYED

Region 6 needs at least one additional full-time WBL Coordinator.

Enrollment: 7,820 (K-8 5,310) (9-12 2,510)

Sheyenne Valley Career and Technology Center & James Valley Career and Technology Center – Sheyenne Valley serves 6 schools with a WBL Coordinator contracted for 60%. James Valley also serves 6 schools with a WBL Coordinator Contracted for 60%. There is a need for one full-time coordinator to assist in the grey area that is not covered by Sheyenne Valley and James Valley.

REGION 7 – CURRENTLY 1 FULL-TIME WBL COORDINATOR AND 1 50% COORDINATOR EMPLOYED

Region 7 needs two additional WBL Coordinators.

Enrollment: 25,302 (K-8 17,692) (9-12 7,610)

Heart River Career and Technical Education Center – Heart River CTC services 12 Member Schools including the Mandan School District. One additional WBL Coordinator is needed to cover schools in the Heart River area.

Bismarck Public Schools – BPS currently employs one full-time WBL Coordinator. One additional WBL Coordinator is needed to meet the needs of the large student population.

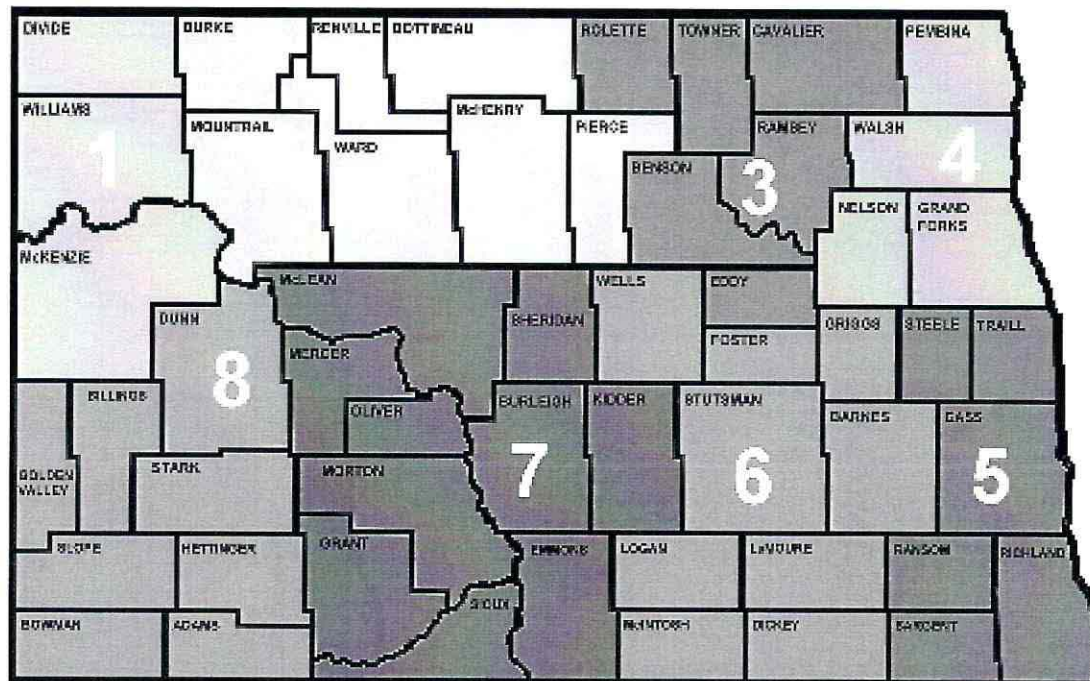
REGION 8 – CURRENTLY 1 FULL-TIME WBL COORDINATOR EMPLOYED

Region 8 needs at least one additional full-time WBL Coordinator.

Enrollment: 8,681 (K-8 6,262) (9-12 2,419)

Roughrider Area Career and Technology Center– This virtual center covers 14 schools which includes a large area with rural communities. The students in these communities do not have access to WBL programs. One WBL Coordinator is needed cover these communities.

Southwest Area Career and Technical Education Academy –One additional WBL Coordinator would be able to reach out to the 7 member schools and beyond into the grey areas on the map that are not covered. One WBL Coordinator currently covers the Dickenson area students.



Number of reported sustained work experiences per semester.

| Semester | Reported Sustained WBL Experiences | Reported Simulated WBL Experiences |
|----------------------|------------------------------------|------------------------------------|
| 2022 Fall Semester | 39 | |
| 2023 Spring Semester | 49 | |
| 2023 Fall Semester | 1,012 | |
| 2024 Spring Semester | 1,211 | 30 |
| 2024 Summer | 64 | 49 |
| 2024 Fall Semester | 967 | 45 |
| Total | 3,342 | 124 |

Number of reported sustained work experiences per calendar year.

| Year | Reported Sustained WBL Experiences | Reported Simulated WBL Experiences |
|------|------------------------------------|------------------------------------|
| 2022 | 39 | |
| 2023 | 1,061 | |
| 2024 | 2,242 | 124 |

Submitted List of 123 Business Partners

| | |
|------------------------------|-------------------------------|
| ABC Daycare | ABLE Inc. |
| Altendorf Trucking | Aspire Dental |
| Back in Motion Chiropractic | Badlands Dental |
| Baker Boy | Barnes County |
| Barnes County Public Library | Benedictine Living Community |
| Bobcat | Bobcat/Doosan |
| Bridge City Dentistry | Butler |
| Cenex | Chad's Auto Clinic |
| Chad's Electric | Chatter PT |
| CHI | Circle C Vet |
| City of Grafton | Consolidated |
| Cotter Dental | Dakota Animal Care |
| Daycare/Clinic | Demester Commercial Cleaning |
| Dickinson Parks and Rec | Dickinson Public Schools |
| DSU | D&L Sales, Surrey |
| EMH Construction LLP | Elementary School |
| Fisher Industries | First Care Health Center |
| First Community Credit Union | First State Bank |
| Gerszewski Farms | Goose River Bank |
| Gooseneck | Grafton Parks and Recreation |
| Hall Trucking, Shane White | Hansons Auto and Implement |
| Harris Machine | Haven Greenly |
| Heimbuch Potatoes | Henningsen Farms |
| High Plains Dental | Highlands Eng Open Counseling |
| Hofman Irrigation | Hometown Dental |
| Ironworks | Ivy Realty |
| Jacobson Studio | Jazzed Up By Jess |

| | |
|---------------------------------|-----------------------------|
| JE Dunn | JK Farms |
| JQ Clothing | JVG |
| JVG/Casey's | JVG/Cotter Dental |
| Justin Zahradka Farm | Karley Farm |
| Kevin Lee Farm | Kids Korral Daycare – Minot |
| Kieley Electric | Laugh and Learn PreSchool |
| Lawn Realty | Little Adventures Daycare |
| Little Pink House | Lutheran Memorial Home |
| Lutheran Sunset Home | Main Electric – Minot |
| Marvin | Mayo Construction |
| May-Port CG Schools | Medicine Shop Pharmacy |
| Mertz Lumber | Mike Austfjord and Sons |
| Minn-Kota Ag Products, Wyndmere | MSU Child Development |
| Nash Grain and Trading | ND Game and Fish |
| NDSU Extension Center | Nelson Auto Body |
| North Border Designs | North Star Ag |
| Omdalen Chiropractic | OnTarget Ag Services |
| Paulson Gravel | Peter Boe JR. Elementary |
| Public Library | RASP |
| RDO | RDO Truck Center |
| Rehab Visions | RJ Plumbing |
| Rocking Horse Childcare | Sand Farms |
| Sadie Altendorf Family | Sanford Health |
| Sax Motors | Schumaker and Sons |
| School Library | Sean and Amber Osowski |
| Sleep Inn and Suites of Minot | SOS Yard and Tree Care |
| St Ben's nursing home | Sticka Dental |
| Tara's Pharmacy | Titan Machinery |
| TMI, Stark County States Att. | Tri-Valley Head Start |
| Troy's Repair | Unity Medical Center |
| USDA Forest Service | VCPS |
| Visto's/School | Walsh County 3 Rivers SCD |
| West Dakota Vet | West Plains Inc |
| West Plains Inv. | Zahradka/Lutheran Sunset |

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Prairie Room, State Capitol

SB 2019
3/28/2025

A BILL for an Act to provide an appropriation for defraying the expenses of the department of career and technical education.

9:02 a.m. Chairman Nathe called the meeting to order.

Members present: Chairman Nathe, Vice Chairman Swiontek, Representatives Louser, Hanson, Martinson, Richter and Sanford.

Discussion Topics:

- Mobile trailers

9:02 a.m. Representative Richter, explained long sheet items previous testimony #41131 from 3/12/25.

Additional written testimony:

Elizabeth Kosel, Education & Public Affairs Specialist, Building Industry Association of the RRV, submitted in favor testimony #44363.

Brittney Roehrich, Chief Executive Officer, North Dakota Association of Builders, submitted in favor testimony #44364.

9:36 a.m. Chairman Nathe adjourned the meeting.

Krystal Eberle for Steven Riehl, Committee Clerk



BUILDING INDUSTRY ASSOCIATION
RED RIVER VALLEY

1802 32nd Ave S
Fargo ND 58103
701.232.5846
buildrrv.org

Formerly
Home Builders Association
of Fargo-Moorhead

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Brock Goossens
Adam Olson
Shannon Roers Jones
Bill Rothman

Affiliated With



March 27, 2025

House Appropriations Committee- Education and Environment Division

North Dakota House of Representatives

Chairman Nathe and Members of the Committee,

On behalf of the Building Industry Association of the Red River Valley (formerly Home Builders Association of Fargo-Moorhead) and our over 700 members, we would like to express our support of Senate Bill 2019.

Our members, which include those in the residential and commercial building industries, are consistently seeking skilled workers. As experienced tradespeople retire, it is critical to prepare the next generation with necessary skills. Career and Technical Education (CTE) is an important component of equipping young individuals with these skills and provides an avenue to explore career paths they might not have otherwise considered.

CTE centers and academies are particularly important in fostering a strong learning environment by providing tailored educational and hands-on experiences. These centers not only benefit the various industries that are being introduced to youth, but especially in the case of the building industry, it also benefits North Dakota's economy, workforce, and the ability to provide the housing we desperately need.

The Cass County Career Innovation Center in Fargo is scheduled to open in 2025, and we are eager to see it in operation. With millions of private and public investment, we are appreciative of all the efforts to support the project and CTE programming. However, we respectfully ask you to consider additional funding that is still needed to ensure the center's intended programming is fully realized. We strongly support CTE programming and centers across the state, and urge you to continue prioritizing this critical initiative.

Thank you for your time and consideration.

Sincerely,

Bryce Johnson
Chief Executive Officer

Adam Olson, Allstar Construction
President

North Dakota Association of Builders

The North Dakota Association of Builders represents the professional building industry through legislation, information and education.



March 27, 2025

Testimony in Support of SB 2019

House Appropriations - Education and Environment Division Committee
Chairman Mike Nathe

Chairman Nathe and Members of the House Appropriations - Education and Environment Division Committee,

My name is Brittney Roehrich and I'm the Chief Executive Officer for the North Dakota Association of Builders (NDAB). NDAB represents the professional building industry through legislation, information and education with 1,400 members statewide. We are also chartered with the National Association of Home Builders (NAHB).

On behalf of NDAB, I submit this testimony in **support** of Senate Bill 2019.

The demand for workforce development has never been so immense. North Dakota faces a shortage of workforce with the skills and knowledge required to build, update, and maintain homes. North Dakota Career & Technical Education (CTE) Centers cultivate the functional skills and knowledge required to successfully build and diversify the housing inventory that North Dakota so desperately needs.

Workforce development is vital for the North Dakota economy and as new CTE Centers have been established in the past few years, funding is still limited for them to be fully operational and fully staffed.

In conclusion, the North Dakota Association of Builders urges the committee to **support** Senate Bill 2019 for continued and additional investment in the Department of Career and Technical Education.

Thank you for your consideration, and we look forward to working together to build a stronger, more resilient housing market for our state.

Respectfully submitted,

Brittney Roehrich, *Chief Executive Officer*
North Dakota Association of Builders
brittney@ndbuild.com

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Prairie Room, State Capitol

SB 2019
4/9/2025

A Bill for an Act to provide an appropriation for defraying the expenses of the department of career and technical education.

10:31 a.m. Chairman Nathe opened the meeting.

Members present: Chairman Nathe, Representatives Louser, Hanson, Richter and Hanson.

Members absent: Vice Chairman Swiontek and Representative Martinson.

Discussion Topics:

- Siif
- Moving expenses

10:32 a.m. Representative Richter reviewed amendments LC#25.0186.02004, #44849.

10:41 a.m. Representative Richter moved to adopt amendments as presented.

10:41 a.m. Representative Hanson seconded.

10:41 a.m. Roll Call Vote

| Representatives | Vote |
|----------------------------------|------|
| Representative Mike Nathe | Y |
| Representative Steve Swiontek | A |
| Representative Karla Rose Hanson | Y |
| Representative Scott Louser | Y |
| Representative Bob Martinson | A |
| Representative David Richter | Y |
| Representative Mark Sanford | Y |

10:32 a.m. Motion passed, 5-0-2.

10:42 a.m. Representative Richter, moved Do Pass as amended.

10:42 a.m. Representative Hanson seconded.

10:42 a.m. Roll Call Vote on Motion Do Pass as amended.

| Representatives | Vote |
|----------------------------------|-------------|
| Representative Mike Nathe | Y |
| Representative Steve Swiontek | A |
| Representative Karla Rose Hanson | Y |
| Representative Scott Louser | Y |
| Representative Bob Martinson | A |
| Representative David Richter | Y |
| Representative Mark Sanford | Y |

Motion passed, 5-0-2.

Representative Richter will carry the bill.

10:44 a.m. Chairman Nathe closed the meeting.

Steven Riehl, Committee Clerk

25.0186.02004
Title.
Fiscal No. 4

Prepared by the Legislative Council
staff for House Appropriations -
Education and Environment Division
Committee

April 8, 2025

Sixty-ninth
Legislative Assembly
of North Dakota

PROPOSED AMENDMENTS TO FIRST ENGROSSMENT

ENGROSSED SENATE BILL NO. 2019

Introduced by

Appropriations Committee

1 A BILL for an Act to provide an appropriation for defraying the expenses of the department of
2 career and technical education; to provide an exemption; and to declare an emergency.

3 BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:

4 **SECTION 1. APPROPRIATION.** The funds provided in this section, or so much of the funds
5 as may be necessary, are appropriated out of any moneys in the general fund in the state
6 treasury, not otherwise appropriated, and from other funds derived from special funds and
7 federal funds, to the department of career and technical education for the purpose of defraying
8 the expenses of the department of career and technical education, for the biennium beginning
9 July 1, 2025, and ending June 30, 2027, as follows:

| | | Adjustments or | |
|----------------------------------|-----------------------|----------------------|-----------------------|
| | <u>Base Level</u> | <u>Enhancements</u> | <u>Appropriation</u> |
| 12 Salaries and wages | \$5,118,145 | \$720,245 | \$5,838,390 |
| 13 New and vacant FTE pool | 0 | 126,203 | 126,203 |
| 14 Operating expenses | 3,046,350 | 1,399,261 | 4,445,611 |
| 15 <u>Operating expenses</u> | <u>3,046,350</u> | <u>1,549,261</u> | <u>4,595,611</u> |
| 16 Grants | 11,507,349 | 2,500,000 | 14,007,349 |
| 17 Grants - secondary | 41,537,780 | 7,000,000 | 48,537,780 |
| 18 <u>Grants - secondary</u> | <u>41,537,780</u> | <u>12,750,000</u> | <u>54,287,780</u> |
| 19 Marketplace for kids | 300,000 | 100,000 | 400,000 |

Sixty-ninth
Legislative Assembly

| | | | | |
|----|---------------------------------------|-------------------------|-------------------------|-------------------------|
| 1 | Science, technology, engineering, and | 100,000 | 0 | 100,000 |
| 2 | mathematics initiative | | | |
| 3 | Adult farm management | 1,706,138 | (1,706,138) | 0 |
| 4 | Workforce training | <u>2,500,000</u> | <u>750,000</u> | <u>3,250,000</u> |
| 5 | Total all funds | \$65,815,762 | \$10,889,571 | \$76,705,333 |
| 6 | Less other funds | 14,500,485 | 2,927,524 | 17,428,009 |
| 7 | Total general fund | \$51,315,277 | \$7,962,047 | \$59,277,324 |
| 8 | <u>Total all funds</u> | <u>\$65,815,762</u> | <u>\$16,789,571</u> | <u>\$82,605,333</u> |
| 9 | <u>Less other funds</u> | <u>14,500,485</u> | <u>3,927,524</u> | <u>18,428,009</u> |
| 10 | <u>Total general fund</u> | <u>\$51,315,277</u> | <u>\$12,862,047</u> | <u>\$64,177,324</u> |
| 11 | Full-time equivalent positions | 23.50 | 0.00 | 23.50 |

12 **SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO**
13 **SEVENTIETH LEGISLATIVE ASSEMBLY.** The following amounts reflect the one-time funding
14 items included in the appropriation in section 1 of this Act which are not included in the entity's
15 base budget for the 2027-29 biennium and which the entity shall report to the appropriations
16 committees of the seventieth legislative assembly regarding the use of this funding:

| | | | | |
|----|---|------------------------|--------------------|------------------------|
| 17 | <u>One-Time Funding Description</u> | <u>General Fund</u> | <u>Other Funds</u> | <u>Total</u> |
| 18 | Virtual reality career exploration | \$1,000,000 | \$0 | \$1,000,000 |
| 19 | Total | \$1,000,000 | \$0 | \$1,000,000 |
| 20 | <u>Virtual reality career exploration</u> | <u>\$0</u> | <u>\$1,000,000</u> | <u>\$1,000,000</u> |
| 21 | <u>Moving expenses</u> | <u>150,000</u> | <u>0</u> | <u>150,000</u> |
| 22 | <u>Total</u> | <u>\$150,000</u> | <u>\$1,000,000</u> | <u>\$1,150,000</u> |

23 **SECTION 3. NEW AND VACANT FTE POOL - LIMITATION - TRANSFER REQUEST.** The
24 department of career and technical education may not spend funds appropriated in the new and
25 vacant FTE pool line item in section 1 of this Act, but may request the office of management and
26 budget to transfer funds from the new and vacant FTE pool line item to the salaries and wages
27 line item in accordance with the guidelines and reporting provisions included in House Bill
28 No. 1015, as approved by the sixty-ninth legislative assembly.

29 ~~**SECTION 4. WORKFORCE TRAINING GRANTS - SALARIES AND WAGES EXPENSES.**~~
30 ~~The workforce training line item in section 1 of this Act includes the sum of \$500,000 from the~~
31 ~~general fund which the department of career and technical education shall distribute to each~~

1 ~~eligible organization in the state dedicated to expanding workforce opportunities, training, and~~
2 ~~education for the purpose of defraying salaries and wages expenses of the organization's~~
3 ~~employees. The department of career and technical education shall distribute the funding~~
4 ~~identified in this section as follows:~~

- 5 ~~1. An organization in the northwest region of the state \$230,000~~
6 ~~2. An organization in the northeast region of the state \$40,000~~
7 ~~3. An organization in the southwest region of the state \$120,000~~
8 ~~4. An organization in the southeast region of the state \$110,000~~

9 **SECTION 4. OTHER FUNDS - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND.**

10 The other funds line item in section 1 of this Act includes the sum of \$1,000,000 from the
11 strategic investment and improvements fund for the purpose of purchasing virtual reality career
12 exploration hardware and software.

13 **SECTION 5. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT**

14 **PROGRAM.** The sum of \$74,595,701 appropriated from the federal coronavirus capital projects
15 fund for the statewide area career center initiative grant program, of which \$68,276,228 was
16 appropriated in section 1 of chapter 548 of the 2021 Special Session Session Laws and
17 continued into the 2023-25 biennium in section 3 of chapter 27 of the 2023 Session Laws and
18 \$6,319,473 was transferred in section 10 of chapter 21 of the 2023 Session Laws, is not subject
19 to section 54-44.1-11 and any unexpended funds from these appropriations may be continued
20 into the biennium beginning July 1, 2025, and ending June 30, 2027.

21 **SECTION 6. EMERGENCY.** The \$150,000 appropriated from the general fund in the
22 operating expenses line item for moving expenses in section 1 of this Act is declared to be an
23 emergency measure.

STATEMENT OF PURPOSE OF AMENDMENT:**Senate Bill No. 2019 - Dept. of Career and Technical Education - House Action**

| | Base Budget | Senate Version | House Changes | House Version |
|-------------------------|----------------|-------------------|------------------|------------------|
| Salaries and wages | \$5,118,145 | \$5,838,390 | | \$5,838,390 |
| New and vacant FTE pool | | 126,203 | | 126,203 |
| Operating expenses | 3,046,350 | 4,445,611 | \$150,000 | 4,595,611 |
| Grants | 11,507,349 | 14,007,349 | | 14,007,349 |
| Grants - Secondary | 41,537,780 | 48,537,780 | 5,750,000 | 54,287,780 |
| Marketplace for kids | 300,000 | 400,000 | | 400,000 |
| Adult farm management | 1,706,138 | | | |
| Workforce training | 2,500,000 | 3,250,000 | | 3,250,000 |
| STEM initiative | 100,000 | 100,000 | | 100,000 |
| Total all funds | \$65,815,762 | \$76,705,333 | \$5,900,000 | \$82,605,333 |
| Less estimated income | 14,500,485 | 17,428,009 | 1,000,000 | 18,428,009 |
| General fund | \$51,315,277 | \$59,277,324 | \$4,900,000 | \$64,177,324 |
| FTE | 23.50 | 23.50 | 0.00 | 23.50 |

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

| | Adds Funding for New and Expanding CTE Programs ¹ | Adds Funding for Work- Based Learning Coordinators ² | Adjusts One- Time Funding for Virtual Reality Career Exploration ³ | Adds One- Time Funding for Moving Expenses ⁴ | Total House Changes |
|-------------------------|--|---|---|--|------------------------|
| Salaries and wages | | | | | |
| New and vacant FTE pool | | | | | |
| Operating expenses | | | | \$150,000 | \$150,000 |
| Grants | | | | | |
| Grants - Secondary | \$5,000,000 | \$750,000 | | | 5,750,000 |
| Marketplace for kids | | | | | |
| Adult farm management | | | | | |
| Workforce training | | | | | |
| STEM initiative | | | | | |
| Total all funds | \$5,000,000 | \$750,000 | \$0 | \$150,000 | \$5,900,000 |
| Less estimated income | 0 | 0 | 1,000,000 | 0 | 1,000,000 |
| General fund | \$5,000,000 | \$750,000 | (\$1,000,000) | \$150,000 | \$4,900,000 |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

¹ Ongoing funding of \$5 million is added for new and expanding secondary career and technical education programs to provide a total of \$8 million from the general fund for the 2025-27 biennium. The Senate provided \$3 million from the general fund for new and expanding secondary career and technical education programs.

² Ongoing funding of \$750,000 is added from the general fund for grants to schools for work-based learning coordinators to provide a total of \$2.25 million from the general fund, including \$1.5 million in the base budget. The Senate did not increase funding for this program.

³ One-time funding of \$1 million added by the Senate from the general fund for virtual reality career exploration hardware and software is changed to be appropriated instead from the strategic investment and improvements fund (SIIF).

⁴ One-time funding of \$150,000 is added from the general fund for moving expenses.

Senate Bill No. 2019 - Other Changes - House Action

This amendment also:

- Removes a section designating funding in the workforce training line item for salaries and wages of organizations in each region of the state.
- Adds a section to identify \$1 million of one-time funding from SIIF for virtual career exploration hardware and software. The Senate appropriated this funding from the general fund.

- Adds a section providing the department an exemption to continue any unspent funding appropriated from the federal Coronavirus Capital Projects Fund for career academies during the 2021-23 and 2023-25 bienniums into the 2025-27 biennium.
- Adds a section to provide the \$150,000 appropriated as one-time funding from the general fund for moving expenses in Section 1 is declared an emergency measure.

2025 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee Roughrider Room, State Capitol

SB 2019
4/10/2025

| |
|---|
| A BILL for an Act to provide an appropriation for defraying the expenses of the department of career and technical education. |
|---|

10:47 a.m. Chairman Vigesaa opened the meeting.

Members present: Chairman Vigesaa, Vice Chairman Kempenich, Representatives Anderson, Berg, Bosch, Brandenburg, Fisher, Hanson, Louser, Meier, Mitskog, Monson, Murphy, Nathe, Nelson, O'Brien, Pyle, Richter, Sanford, Stemen, Swiontek, Wagner

Representative absent: Martinson

Discussion Topics:

- Committee Action
- Market Place for Kids

10:48 a.m. Representative Richter explained Amendment LC #25.0186.02004, #44900.

11:02 a.m. Representative Richter moved to adopt amendment LC #25.0186.02004.

11:02 a.m. Representative Nathe seconded the motion.

11:03 a.m. Roll Call Vote

| Representatives | Vote |
|----------------------------------|------|
| Representative Don Vigesaa | Y |
| Representative Keith Kempenich | Y |
| Representative Bert Anderson | Y |
| Representative Mike Berg | Y |
| Representative Glenn Bosch | Y |
| Representative Mike Brandenburg | Y |
| Representative Jay Fisher | Y |
| Representative Karla Rose Hanson | Y |
| Representative Scott Louser | Y |
| Representative Bob Martinson | AB |
| Representative Lisa Meier | Y |
| Representative Alisa Mitskog | Y |
| Representative David Monson | Y |
| Representative Eric J. Murphy | Y |
| Representative Mike Nathe | Y |
| Representative Jon O. Nelson | Y |
| Representative Emily O'Brien | Y |
| Representative Brandy L. Pyle | Y |
| Representative David Richter | Y |

| | |
|-------------------------------|---|
| Representative Mark Sanford | Y |
| Representative Gregory Stemen | Y |
| Representative Steve Swiontek | Y |
| Representative Scott Wagner | Y |

11:03 a.m. Motion passed 22-0-1.

11:03 a.m. Representative Richter moved Do Pass as Amended.

11:04 a.m. Representative Nathe seconded the motion.

11:04 a.m. Roll Call Vote

| Representatives | Vote |
|----------------------------------|-------------|
| Representative Don Vigesaa | Y |
| Representative Keith Kempenich | Y |
| Representative Bert Anderson | Y |
| Representative Mike Berg | Y |
| Representative Glenn Bosch | Y |
| Representative Mike Brandenburg | Y |
| Representative Jay Fisher | Y |
| Representative Karla Rose Hanson | Y |
| Representative Scott Louser | Y |
| Representative Bob Martinson | AB |
| Representative Lisa Meier | Y |
| Representative Alisa Mitskog | Y |
| Representative David Monson | Y |
| Representative Eric J. Murphy | Y |
| Representative Mike Nathe | Y |
| Representative Jon O. Nelson | Y |
| Representative Emily O'Brien | Y |
| Representative Brandy L. Pyle | Y |
| Representative David Richter | Y |
| Representative Mark Sanford | Y |
| Representative Gregory Stemen | Y |
| Representative Steve Swiontek | Y |
| Representative Scott Wagner | Y |

11:04 a.m. Motion passed 22-0-1.

11:04 a.m. Representative Richter will carry the bill.

11:05 a.m. Chairman Vigesaa closed the meeting.

Krystal Eberle, Committee Clerk

April 8, 2025

Sixty-ninth
Legislative Assembly
of North Dakota

**PROPOSED AMENDMENTS TO
FIRST ENGROSSMENT**

ENGROSSED SENATE BILL NO. 2019

Introduced by

Appropriations Committee

CO
4/10/25
10f5

1 A BILL for an Act to provide an appropriation for defraying the expenses of the department of
2 career and technical education; to provide an exemption; and to declare an emergency.

3 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

4 **SECTION 1. APPROPRIATION.** The funds provided in this section, or so much of the funds
5 as may be necessary, are appropriated out of any moneys in the general fund in the state
6 treasury, not otherwise appropriated, and from other funds derived from special funds and
7 federal funds, to the department of career and technical education for the purpose of defraying
8 the expenses of the department of career and technical education, for the biennium beginning
9 July 1, 2025, and ending June 30, 2027, as follows:

| | Adjustments or | | |
|----------------------------------|-----------------------|----------------------|-----------------------|
| | <u>Base Level</u> | <u>Enhancements</u> | <u>Appropriation</u> |
| 12 Salaries and wages | \$5,118,145 | \$720,245 | \$5,838,390 |
| 13 New and vacant FTE pool | 0 | 126,203 | 126,203 |
| 14 Operating expenses | 3,046,350 | 1,399,261 | 4,445,611 |
| 15 <u>Operating expenses</u> | <u>3,046,350</u> | <u>1,549,261</u> | <u>4,595,611</u> |
| 16 Grants | 11,507,349 | 2,500,000 | 14,007,349 |
| 17 Grants - secondary | 41,537,780 | 7,000,000 | 48,537,780 |
| 18 <u>Grants - secondary</u> | <u>41,537,780</u> | <u>12,750,000</u> | <u>54,287,780</u> |
| 19 Marketplace for kids | 300,000 | 100,000 | 400,000 |

| | | | | |
|----|---------------------------------------|-------------------------|-------------------------|-------------------------|
| 1 | Science, technology, engineering, and | 100,000 | 0 | 100,000 |
| 2 | mathematics initiative | | | |
| 3 | Adult farm management | 1,706,138 | (1,706,138) | 0 |
| 4 | Workforce training | <u>2,500,000</u> | <u>750,000</u> | <u>3,250,000</u> |
| 5 | Total all funds | \$65,815,762 | \$10,889,571 | \$76,705,333 |
| 6 | Less other funds | 14,500,485 | 2,927,524 | 17,428,009 |
| 7 | Total general fund | \$51,315,277 | \$7,962,047 | \$59,277,324 |
| 8 | <u>Total all funds</u> | <u>\$65,815,762</u> | <u>\$16,789,571</u> | <u>\$82,605,333</u> |
| 9 | <u>Less other funds</u> | <u>14,500,485</u> | <u>3,927,524</u> | <u>18,428,009</u> |
| 10 | <u>Total general fund</u> | <u>\$51,315,277</u> | <u>\$12,862,047</u> | <u>\$64,177,324</u> |
| 11 | Full-time equivalent positions | 23.50 | 0.00 | 23.50 |

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO

SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items included in the appropriation in section 1 of this Act which are not included in the entity's base budget for the 2027-29 biennium and which the entity shall report to the appropriations committees of the seventieth legislative assembly regarding the use of this funding:

| <u>One-Time Funding Description</u> | <u>General Fund</u> | <u>Other Funds</u> | <u>Total</u> |
|---|------------------------|--------------------|------------------------|
| Virtual reality career exploration | \$1,000,000 | \$0 | \$1,000,000 |
| Total | \$1,000,000 | \$0 | \$1,000,000 |
| <u>Virtual reality career exploration</u> | <u>\$0</u> | <u>\$1,000,000</u> | <u>\$1,000,000</u> |
| <u>Moving expenses</u> | <u>150,000</u> | <u>0</u> | <u>150,000</u> |
| <u>Total</u> | <u>\$150,000</u> | <u>\$1,000,000</u> | <u>\$1,150,000</u> |

SECTION 3. NEW AND VACANT FTE POOL - LIMITATION - TRANSFER REQUEST. The department of career and technical education may not spend funds appropriated in the new and vacant FTE pool line item in section 1 of this Act, but may request the office of management and budget to transfer funds from the new and vacant FTE pool line item to the salaries and wages line item in accordance with the guidelines and reporting provisions included in House Bill No. 1015, as approved by the sixty-ninth legislative assembly.

~~**SECTION 4. WORKFORCE TRAINING GRANTS - SALARIES AND WAGES EXPENSES.**~~

~~The workforce training line item in section 1 of this Act includes the sum of \$500,000 from the general fund which the department of career and technical education shall distribute to each~~

1 ~~eligible organization in the state dedicated to expanding workforce opportunities, training, and~~
2 ~~education for the purpose of defraying salaries and wages expenses of the organization's~~
3 ~~employees. The department of career and technical education shall distribute the funding~~
4 ~~identified in this section as follows:~~

5 ~~1. An organization in the northwest region of the state \$230,000~~

6 ~~2. An organization in the northeast region of the state \$40,000~~

7 ~~3. An organization in the southwest region of the state \$120,000~~

8 ~~4. An organization in the southeast region of the state \$110,000~~

9 **SECTION 4. OTHER FUNDS - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND.**

10 The other funds line item in section 1 of this Act includes the sum of \$1,000,000 from the
11 strategic investment and improvements fund for the purpose of purchasing virtual reality career
12 exploration hardware and software.

13 **SECTION 5. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT**

14 **PROGRAM.** The sum of \$74,595,701 appropriated from the federal coronavirus capital projects
15 fund for the statewide area career center initiative grant program, of which \$68,276,228 was
16 appropriated in section 1 of chapter 548 of the 2021 Special Session Session Laws and
17 continued into the 2023-25 biennium in section 3 of chapter 27 of the 2023 Session Laws and
18 \$6,319,473 was transferred in section 10 of chapter 21 of the 2023 Session Laws, is not subject
19 to section 54-44.1-11 and any unexpended funds from these appropriations may be continued
20 into the biennium beginning July 1, 2025, and ending June 30, 2027.

21 **SECTION 6. EMERGENCY.** The \$150,000 appropriated from the general fund in the
22 operating expenses line item for moving expenses in section 1 of this Act is declared to be an
23 emergency measure.

405

STATEMENT OF PURPOSE OF AMENDMENT:**Senate Bill No. 2019 - Dept. of Career and Technical Education - House Action**

| | Base Budget | Senate Version | House Changes | House Version |
|-------------------------|--------------|----------------|---------------|---------------|
| Salaries and wages | \$5,118,145 | \$5,838,390 | | \$5,838,390 |
| New and vacant FTE pool | | 126,203 | | 126,203 |
| Operating expenses | 3,046,350 | 4,445,611 | \$150,000 | 4,595,611 |
| Grants | 11,507,349 | 14,007,349 | | 14,007,349 |
| Grants - Secondary | 41,537,780 | 48,537,780 | 5,750,000 | 54,287,780 |
| Marketplace for kids | 300,000 | 400,000 | | 400,000 |
| Adult farm management | 1,706,138 | | | |
| Workforce training | 2,500,000 | 3,250,000 | | 3,250,000 |
| STEM initiative | 100,000 | 100,000 | | 100,000 |
| Total all funds | \$65,815,762 | \$76,705,333 | \$5,900,000 | \$82,605,333 |
| Less estimated income | 14,500,485 | 17,428,009 | 1,000,000 | 18,428,009 |
| General fund | \$51,315,277 | \$59,277,324 | \$4,900,000 | \$64,177,324 |
| FTE | 23.50 | 23.50 | 0.00 | 23.50 |

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

| | Adds Funding for New and Expanding CTE Programs ¹ | Adds Funding for Work-Based Learning Coordinators ² | Adjusts One-Time Funding for Virtual Reality Career Exploration ³ | Adds One-Time Funding for Moving Expenses ⁴ | Total House Changes |
|-------------------------|--|--|--|--|---------------------|
| Salaries and wages | | | | | |
| New and vacant FTE pool | | | | \$150,000 | \$150,000 |
| Operating expenses | | | | | |
| Grants | | | | | |
| Grants - Secondary | \$5,000,000 | \$750,000 | | | 5,750,000 |
| Marketplace for kids | | | | | |
| Adult farm management | | | | | |
| Workforce training | | | | | |
| STEM initiative | | | | | |
| Total all funds | \$5,000,000 | \$750,000 | \$0 | \$150,000 | \$5,900,000 |
| Less estimated income | 0 | 0 | 1,000,000 | 0 | 1,000,000 |
| General fund | \$5,000,000 | \$750,000 | (\$1,000,000) | \$150,000 | \$4,900,000 |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

¹ Ongoing funding of \$5 million is added for new and expanding secondary career and technical education programs to provide a total of \$8 million from the general fund for the 2025-27 biennium. The Senate provided \$3 million from the general fund for new and expanding secondary career and technical education programs.

² Ongoing funding of \$750,000 is added from the general fund for grants to schools for work-based learning coordinators to provide a total of \$2.25 million from the general fund, including \$1.5 million in the base budget. The Senate did not increase funding for this program.

³ One-time funding of \$1 million added by the Senate from the general fund for virtual reality career exploration hardware and software is changed to be appropriated instead from the strategic investment and improvements fund (SIIF).

⁴ One-time funding of \$150,000 is added from the general fund for moving expenses.

Senate Bill No. 2019 - Other Changes - House Action

This amendment also:

- Removes a section designating funding in the workforce training line item for salaries and wages of organizations in each region of the state.
- Adds a section to identify \$1 million of one-time funding from SIIF for virtual career exploration hardware and software. The Senate appropriated this funding from the general fund.

50+5

- Adds a section providing the department an exemption to continue any unspent funding appropriated from the federal Coronavirus Capital Projects Fund for career academies during the 2021-23 and 2023-25 bienniums into the 2025-27 biennium.
- Adds a section to provide the \$150,000 appropriated as one-time funding from the general fund for moving expenses in Section 1 is declared an emergency measure.

**REPORT OF STANDING COMMITTEE
ENGROSSED SB 2019**

Appropriations Committee (Rep. Vigesaa, Chairman) recommends **AMENDMENTS** ([25.0186.02004](#)) and when so amended, recommends **DO PASS** (22 YEAS, 0 NAYS, 1 ABSENT OR EXCUSED AND NOT VOTING). Engrossed SB 2019 was placed on the Sixth order on the calendar.

25.0186.02004
Title.
Fiscal No. 4

Prepared by the Legislative Council
staff for House Appropriations -
Education and Environment Division
Committee

April 8, 2025

Sixty-ninth
Legislative Assembly
of North Dakota

PROPOSED AMENDMENTS TO FIRST ENGROSSMENT

ENGROSSED SENATE BILL NO. 2019

Introduced by

Appropriations Committee

1 A BILL for an Act to provide an appropriation for defraying the expenses of the department of
2 career and technical education; to provide an exemption; and to declare an emergency.

3 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

4 **SECTION 1. APPROPRIATION.** The funds provided in this section, or so much of the funds
5 as may be necessary, are appropriated out of any moneys in the general fund in the state
6 treasury, not otherwise appropriated, and from other funds derived from special funds and
7 federal funds, to the department of career and technical education for the purpose of defraying
8 the expenses of the department of career and technical education, for the biennium beginning
9 July 1, 2025, and ending June 30, 2027, as follows:

| | | Adjustments or | |
|----------------------------------|-----------------------|----------------------|-----------------------|
| | <u>Base Level</u> | <u>Enhancements</u> | <u>Appropriation</u> |
| 12 Salaries and wages | \$5,118,145 | \$720,245 | \$5,838,390 |
| 13 New and vacant FTE pool | 0 | 126,203 | 126,203 |
| 14 Operating expenses | 3,046,350 | 1,399,261 | 4,445,611 |
| 15 <u>Operating expenses</u> | <u>3,046,350</u> | <u>1,549,261</u> | <u>4,595,611</u> |
| 16 Grants | 11,507,349 | 2,500,000 | 14,007,349 |
| 17 Grants - secondary | 41,537,780 | 7,000,000 | 48,537,780 |
| 18 <u>Grants - secondary</u> | <u>41,537,780</u> | <u>12,750,000</u> | <u>54,287,780</u> |
| 19 Marketplace for kids | 300,000 | 100,000 | 400,000 |

Sixty-ninth
Legislative Assembly

| | | | | |
|----|---------------------------------------|---------------------|---------------------|---------------------|
| 1 | Science, technology, engineering, and | 100,000 | 0 | 100,000 |
| 2 | mathematics initiative | | | |
| 3 | Adult farm management | 1,706,138 | (1,706,138) | 0 |
| 4 | Workforce training | <u>2,500,000</u> | <u>750,000</u> | <u>3,250,000</u> |
| 5 | Total all funds | <u>\$65,815,762</u> | <u>\$10,889,571</u> | <u>\$76,705,333</u> |
| 6 | Less other funds | <u>14,500,485</u> | <u>2,927,524</u> | <u>17,428,009</u> |
| 7 | Total general fund | <u>\$51,315,277</u> | <u>\$7,962,047</u> | <u>\$59,277,324</u> |
| 8 | Total all funds | <u>\$65,815,762</u> | <u>\$16,789,571</u> | <u>\$82,605,333</u> |
| 9 | Less other funds | <u>14,500,485</u> | <u>3,927,524</u> | <u>18,428,009</u> |
| 10 | Total general fund | <u>\$51,315,277</u> | <u>\$12,862,047</u> | <u>\$64,177,324</u> |
| 11 | Full-time equivalent positions | 23.50 | 0.00 | 23.50 |

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO

SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items included in the appropriation in section 1 of this Act which are not included in the entity's base budget for the 2027-29 biennium and which the entity shall report to the appropriations committees of the seventieth legislative assembly regarding the use of this funding:

| | | | | |
|----|-------------------------------------|---------------------|--------------------|--------------------|
| 17 | <u>One-Time Funding Description</u> | <u>General Fund</u> | <u>Other Funds</u> | <u>Total</u> |
| 18 | Virtual reality career exploration | <u>\$1,000,000</u> | <u>\$0</u> | <u>\$1,000,000</u> |
| 19 | Total | <u>\$1,000,000</u> | <u>\$0</u> | <u>\$1,000,000</u> |
| 20 | Virtual reality career exploration | <u>\$0</u> | <u>\$1,000,000</u> | <u>\$1,000,000</u> |
| 21 | Moving expenses | <u>150,000</u> | <u>0</u> | <u>150,000</u> |
| 22 | Total | <u>\$150,000</u> | <u>\$1,000,000</u> | <u>\$1,150,000</u> |

SECTION 3. NEW AND VACANT FTE POOL - LIMITATION - TRANSFER REQUEST. The

department of career and technical education may not spend funds appropriated in the new and vacant FTE pool line item in section 1 of this Act, but may request the office of management and budget to transfer funds from the new and vacant FTE pool line item to the salaries and wages line item in accordance with the guidelines and reporting provisions included in House Bill No. 1015, as approved by the sixty-ninth legislative assembly.

~~SECTION 4. WORKFORCE TRAINING GRANTS - SALARIES AND WAGES EXPENSES.~~

~~The workforce training line item in section 1 of this Act includes the sum of \$500,000 from the general fund which the department of career and technical education shall distribute to each~~

1 ~~eligible organization in the state dedicated to expanding workforce opportunities, training, and~~
2 ~~education for the purpose of defraying salaries and wages expenses of the organization's~~
3 ~~employees. The department of career and technical education shall distribute the funding~~
4 ~~identified in this section as follows:~~

- 5 ~~1. An organization in the northwest region of the state \$230,000~~
6 ~~2. An organization in the northeast region of the state \$40,000~~
7 ~~3. An organization in the southwest region of the state \$120,000~~
8 ~~4. An organization in the southeast region of the state \$110,000~~

9 **SECTION 4. OTHER FUNDS - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND.**

10 The other funds line item in section 1 of this Act includes the sum of \$1,000,000 from the
11 strategic investment and improvements fund for the purpose of purchasing virtual reality career
12 exploration hardware and software.

13 **SECTION 5. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT**

14 **PROGRAM.** The sum of \$74,595,701 appropriated from the federal coronavirus capital projects
15 fund for the statewide area career center initiative grant program, of which \$68,276,228 was
16 appropriated in section 1 of chapter 548 of the 2021 Special Session Session Laws and
17 continued into the 2023-25 biennium in section 3 of chapter 27 of the 2023 Session Laws and
18 \$6,319,473 was transferred in section 10 of chapter 21 of the 2023 Session Laws, is not subject
19 to section 54-44.1-11 and any unexpended funds from these appropriations may be continued
20 into the biennium beginning July 1, 2025, and ending June 30, 2027.

21 **SECTION 6. EMERGENCY.** The \$150,000 appropriated from the general fund in the
22 operating expenses line item for moving expenses in section 1 of this Act is declared to be an
23 emergency measure.

STATEMENT OF PURPOSE OF AMENDMENT:**Senate Bill No. 2019 - Dept. of Career and Technical Education - House Action**

| | Base Budget | Senate Version | House Changes | House Version |
|-------------------------|----------------|-------------------|------------------|------------------|
| Salaries and wages | \$5,118,145 | \$5,838,390 | | \$5,838,390 |
| New and vacant FTE pool | | 126,203 | | 126,203 |
| Operating expenses | 3,046,350 | 4,445,611 | \$150,000 | 4,595,611 |
| Grants | 11,507,349 | 14,007,349 | | 14,007,349 |
| Grants - Secondary | 41,537,780 | 48,537,780 | 5,750,000 | 54,287,780 |
| Marketplace for kids | 300,000 | 400,000 | | 400,000 |
| Adult farm management | 1,706,138 | | | |
| Workforce training | 2,500,000 | 3,250,000 | | 3,250,000 |
| STEM initiative | 100,000 | 100,000 | | 100,000 |
| Total all funds | \$65,815,762 | \$76,705,333 | \$5,900,000 | \$82,605,333 |
| Less estimated income | 14,500,485 | 17,428,009 | 1,000,000 | 18,428,009 |
| General fund | \$51,315,277 | \$59,277,324 | \$4,900,000 | \$64,177,324 |
| FTE | 23.50 | 23.50 | 0.00 | 23.50 |

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

| | Adds Funding for New and Expanding CTE Programs ¹ | Adds Funding for Work- Based Learning Coordinators ² | Adjusts One- Time Funding for Virtual Reality Career Exploration ³ | Adds One- Time Funding for Moving Expenses ⁴ | Total House Changes |
|-------------------------|--|---|---|--|------------------------|
| Salaries and wages | | | | | |
| New and vacant FTE pool | | | | | |
| Operating expenses | | | | \$150,000 | \$150,000 |
| Grants | | | | | |
| Grants - Secondary | \$5,000,000 | \$750,000 | | | 5,750,000 |
| Marketplace for kids | | | | | |
| Adult farm management | | | | | |
| Workforce training | | | | | |
| STEM initiative | | | | | |
| Total all funds | \$5,000,000 | \$750,000 | \$0 | \$150,000 | \$5,900,000 |
| Less estimated income | 0 | 0 | 1,000,000 | 0 | 1,000,000 |
| General fund | \$5,000,000 | \$750,000 | (\$1,000,000) | \$150,000 | \$4,900,000 |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

¹ Ongoing funding of \$5 million is added for new and expanding secondary career and technical education programs to provide a total of \$8 million from the general fund for the 2025-27 biennium. The Senate provided \$3 million from the general fund for new and expanding secondary career and technical education programs.

² Ongoing funding of \$750,000 is added from the general fund for grants to schools for work-based learning coordinators to provide a total of \$2.25 million from the general fund, including \$1.5 million in the base budget. The Senate did not increase funding for this program.

³ One-time funding of \$1 million added by the Senate from the general fund for virtual reality career exploration hardware and software is changed to be appropriated instead from the strategic investment and improvements fund (SIIF).

⁴ One-time funding of \$150,000 is added from the general fund for moving expenses.

Senate Bill No. 2019 - Other Changes - House Action

This amendment also:

- Removes a section designating funding in the workforce training line item for salaries and wages of organizations in each region of the state.
- Adds a section to identify \$1 million of one-time funding from SIIF for virtual career exploration hardware and software. The Senate appropriated this funding from the general fund.

- Adds a section providing the department an exemption to continue any unspent funding appropriated from the federal Coronavirus Capital Projects Fund for career academies during the 2021-23 and 2023-25 bienniums into the 2025-27 biennium.
- Adds a section to provide the \$150,000 appropriated as one-time funding from the general fund for moving expenses in Section 1 is declared an emergency measure.

2025 CONFERENCE COMMITTEE

SB 2019

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2019
4/22/2025
Conference Committee

A BILL for an Act to provide an appropriation for defraying the expenses of the department of career and technical education; to provide an exemption; and to declare an emergency.

11:32 a.m. Chairman Schaible called the meeting to order.

Members Present: Chairman Donald Schaible, Senator Cole Conley, Senator Scott Meyer, Representative Richter, Representative Sanford, Representative Martinson.

Discussion Topics:

- Funds for Moving Expenses.
- Operating Expenses.
- Expansion of Programs.

11:32 a.m. Representative Richter explained house changes to bill and referenced Long Sheet #45127.

11:39 a.m. Wade Sick, State Director, Dept. of Career and technical Education, testified in favor and answered committee questions.

11:45 a.m. Representative Richter defended necessity of funding changes.

11:47 a.m. Senator Meyer expressed desire for self-efficiency regarding programs before committing to more funding.

Additional written testimony:

Levi Kinnischtzke, Fiscal Analyst, Legislative Council, submitted testimony in neutral #45127.

11:53 a.m. Chairman Schaible adjourned the meeting.

Steven Hall, Committee Clerk



Department of Career and Technical Education - Budget No. 270
Agency Worksheet - Senate Bill No. 2019

| | Senate Version | | | | House Version | | | | House Compared to Senate Version | | | |
|--|------------------|-----------------|----------------|--------------|------------------|-----------------|----------------|--------------|----------------------------------|-----------------|----------------|-------------|
| | FTE Positions | General Fund | Other Funds | Total | FTE Positions | General Fund | Other Funds | Total | Increase (Decrease) | | | |
| | | | | | | | | | FTE Positions | General Fund | Other Funds | Total |
| 2025-27 Biennium Base Level | 23.50 | \$51,315,277 | \$14,500,485 | \$65,815,762 | 23.50 | \$51,315,277 | \$14,500,485 | \$65,815,762 | 0.00 | \$0 | \$0 | \$0 |
| 2025-27 Ongoing Funding Changes | | | | | | | | | | | | |
| Base payroll changes | | \$7 | (\$828) | (\$821) | | \$7 | (\$828) | (\$821) | | | | \$0 |
| Salary increase | | 198,576 | 14,927 | 213,503 | | 198,576 | 14,927 | 213,503 | | | | 0 |
| Health insurance increase | | 134,611 | 9,516 | 144,127 | | 134,611 | 9,516 | 144,127 | | | | 0 |
| Adds funding to replace the 2023-25 new FTE pool | | 394,874 | | 394,874 | | 394,874 | | 394,874 | | | | 0 |
| Adds funding to replace the 2023-25 vacant FTE pool | | 129,958 | 18,894 | 148,852 | | 129,958 | 18,894 | 148,852 | | | | 0 |
| Adjusts funding for the 2025-27 vacant FTE pool | | (50,343) | (3,744) | (54,087) | | (50,343) | (3,744) | (54,087) | | | | 0 |
| Adds funding for operating expenses | | 10,502 | 388,759 | 399,261 | | 10,502 | 388,759 | 399,261 | | | | 0 |
| Adds federal funding for grants to schools for career and technical education programs | | | 2,500,000 | 2,500,000 | | | 2,500,000 | 2,500,000 | | | | 0 |
| Adds funding for the cost to continue career and technical education reimbursement rates | | 4,000,000 | | 4,000,000 | | 4,000,000 | | 4,000,000 | | | | 0 |
| Adds funding for new and expanding secondary career and technical education programs | | 3,000,000 | | 3,000,000 | | 8,000,000 | | 8,000,000 | | \$5,000,000 | | 5,000,000 |
| Adds funding for grants to schools for work-based learning coordinators | | | | 0 | | 750,000 | | 750,000 | | 750,000 | | 750,000 |
| Adds funding for the marketplace for kids program | | 100,000 | | 100,000 | | 100,000 | | 100,000 | | | | 0 |
| Removes funding for the adult farm management program | | (1,706,138) | | (1,706,138) | | (1,706,138) | | (1,706,138) | | | | 0 |
| Adds funding for workforce training grants | | 750,000 | | 750,000 | | 750,000 | | 750,000 | | | | 0 |
| Total ongoing funding changes | 0.00 | \$6,962,047 | \$2,927,524 | \$9,889,571 | 0.00 | \$12,712,047 | \$2,927,524 | \$15,639,571 | 0.00 | \$5,750,000 | \$0 | \$5,750,000 |
| One-Time Funding Items | | | | | | | | | | | | |
| Adds funding for virtual reality career exploration | | \$1,000,000 | | \$1,000,000 | | \$0 | \$1,000,000 | \$1,000,000 | | (\$1,000,000) | \$1,000,000 | \$0 |
| Adds funding for moving expenses | | | | 0 | | 150,000 | | 150,000 | | 150,000 | | 150,000 |
| Total one-time funding changes | 0.00 | \$1,000,000 | \$0 | \$1,000,000 | 0.00 | \$150,000 | \$1,000,000 | \$1,150,000 | 0.00 | (\$850,000) | \$1,000,000 | \$150,000 |
| Total Changes to Base Level Funding | 0.00 | \$7,962,047 | \$2,927,524 | \$10,889,571 | 0.00 | \$12,862,047 | \$3,927,524 | \$16,789,571 | 0.00 | \$4,900,000 | \$1,000,000 | \$5,900,000 |
| 2025-27 Total Funding | 23.50 | \$59,277,324 | \$17,428,009 | \$76,705,333 | 23.50 | \$64,177,324 | \$18,428,009 | \$82,605,333 | 0.00 | \$4,900,000 | \$1,000,000 | \$5,900,000 |
| Federal funds included in other funds | | | \$17,273,035 | | | | \$17,273,035 | | | | \$0 | |
| Total ongoing changes - Percentage of base level | 0.0% | 13.6% | 20.2% | 15.0% | 0.0% | 24.8% | 20.2% | 23.8% | N/A | N/A | N/A | N/A |
| Total changes - Percentage of base level | 0.0% | 15.5% | 20.2% | 16.5% | 0.0% | 25.1% | 27.1% | 25.5% | N/A | N/A | N/A | N/A |

Other Sections in Department of Career and Technical Education - Budget No. 270

| Section Description | Senate Version | House Version |
|-----------------------------------|--|--|
| New and vacant FTE pool line item | Section 3 provides the Department of Career and Technical Education may not spend funds appropriated in the new and vacant FTE funding pool line item but may request the Office of Management and Budget to transfer funds to the salaries and wages line item. | Section 3 provides the Department of Career and Technical Education may not spend funds appropriated in the new and vacant FTE funding pool line item but may request the Office of Management and Budget to transfer funds to the salaries and wages line item. |

Other Sections in Department of Career and Technical Education - Budget No. 270

| Section Description | Senate Version | House Version | |
|---|--|---|--|
| Workforce training grants | Section 4 provides that of the \$3.25 million from the general fund in the workforce training line item, the Department of Career and Technical Education shall provide \$500,000 to eligible workforce training organizations for the purpose of defraying salaries and wages expenses of the organization's employees. | | |
| Strategic investment and improvements fund (SIIF) | | Section 4 identifies \$1,000,000 of one-time funding appropriated from SIIF in section 1 is for virtual reality career exploration hardware and software. | |
| Exemption - Career academies | | Section 5 provides the Department of Career and Technical Education an exemption to continue any unspent funding appropriated from the federal Coronavirus Capital Projects Fund for career academies during the 2021-23 and 2023-25 bienniums into the 2025-27 biennium. | |
| Emergency | | Section 6 provides the \$150,000 of one-time funding appropriated from the general fund for moving expenses in Section 1 is declared an emergency measure. | |

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division

Sakakawea Room, State Capitol

SB 2019

4/23/2025

Conference Committee

A BILL for an Act to provide an appropriation for defraying the expenses of the department of career and technical education; to provide an exemption; and to declare an emergency.

3:31 p.m. Chairman Schaible called the meeting to order.

Members Present: Chairman Schaible, Senator Cole Conley, Senator Scott Meyer, Representative Richter, Representative Martinson, Representative Sanford

Discussion Topics:

- Funding for New Programs.
- Workforce Training Coordinators.
- Moving Expenses.

3:31 p.m. Chairman Sorvaag offered compromise for new programs funding of \$5 million.

3:33 p.m. Representative Richter clarified proposals provided by Chairman Schaible, expressed desire to maintain the suggested funding level provided by the house.

3:45 p.m. Chairman Schaible adjourned the meeting.

Steven Hall, Committee Clerk

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2019
4/24/2025
Conference Committee

A BILL for an Act to provide an appropriation for defraying the expenses of the department of career and technical education; to provide an exemption; and to declare an emergency.

4:30 p.m. Chairman Schaible called the meeting to order.

Members Present: Chairman Donald Schaible, Senator Cole Conley, Senator Scott Meyer
Representative Sanford, Representative Martinson, Representative Richter

Discussion Topics:

- Funding Compromise.
- Expansion of Programs.

4:30 p.m. Chairman Schaible discussed previous agreements and current disagreements.

4:32 p.m. Representative Richter defended the desire to add funds to the bill based on growth trends.

4:34 p.m. Chairman Schaible adjourned the meeting.

Steven Hall, Committee Clerk

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2019
4/25/2025
Conference Committee

| |
|---|
| A BILL for an Act to provide an appropriation for defraying the expenses of the department of career and technical education; to provide an exemption; and to declare an emergency. |
|---|

9:01 a.m. Chairman Schaible called the meeting to order.

Members Present: Chairman Donald Schaible, Senator Cole Conley, Senator Scott Meyer, Representative Richter, Representative Martinson, Representative Sanford

Discussion Topics:

- Funding for Expanded Programs and Moving Expenses.

9:01 a.m. Chairman Schaible proposed a compromise to the committee.

9:02 a.m. Chairman Schaible adjourned the meeting.

Steven Hall, Committee Clerk

2025 SENATE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Sakakawea Room, State Capitol

SB 2019
4/26/2025
Conference Committee

A BILL for an Act to provide an appropriation for defraying the expenses of the department of career and technical education.

10:00 a.m. Chairman Schaible opened the meeting.

Members Present: Chairman Schaible, Senators Conley, Meyer, Representatives Richter, Sanford, Martinson.

Discussion Topics:

- Work Based Learning Coordinators
- Career Exploration
- New and Expanding Secondary Career and Technical Education Programs

10:00 a.m. Chairman Schaible opened discussion.

10:01 a.m. Representative Richter agreed to go to 500 for work-based learning coordinators and move career exploration into SIIF funding.

10:05 a.m. Representative Richter offered to move to 6 million for new and expanding secondary career and technical education programs.

10:06 a.m. Chairman Schaible discussed cooperation between programs and legislators.

10:08 a.m. Representative Martinson moved to accept change of \$6 million funding for career and technical education programs.

10:08 a.m. Representative Sanford seconded the motion.

Roll Call Vote Motion Passed 6-0-0.

10:09 a.m. Representative Conley moved in place of amendment 25.0186.02004, to accept new amendment 25.0186.02005.

10:09 a.m. Representative Meyer seconded the motion.

Roll Call Vote Motion Passed 6-0-0.

Senator Schaible and Representative Richter will carry the bill.

10:09 a.m. Levi Kinnischtzke clarified changes in the motion.

10:11 a.m. Chairman Schaible closed the meeting.

Steven Hall, Committee Clerk

April 26, 2025

Sixty-ninth
Legislative Assembly
of North Dakota

**PROPOSED AMENDMENTS TO
FIRST ENGROSSMENT**

VC 4/28/25
1-F5

ENGROSSED SENATE BILL NO. 2019

Introduced by

Appropriations Committee

In place of amendment (25.0186.02004) adopted by the House, Engrossed Senate Bill No. 2019 is amended by amendment (25.0186.02005) as follows:

- 1 A BILL for an Act to provide an appropriation for defraying the expenses of the department of
2 career and technical education: to provide an exemption; and to declare an emergency.

3 **BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

- 4 **SECTION 1. APPROPRIATION.** The funds provided in this section, or so much of the funds
5 as may be necessary, are appropriated out of any moneys in the general fund in the state
6 treasury, not otherwise appropriated, and from other funds derived from special funds and
7 federal funds, to the department of career and technical education for the purpose of defraying
8 the expenses of the department of career and technical education, for the biennium beginning
9 July 1, 2025, and ending June 30, 2027, as follows:

| | Adjustments or | | |
|----------------------------------|-----------------------|----------------------|-----------------------|
| | <u>Base Level</u> | <u>Enhancements</u> | <u>Appropriation</u> |
| 12 Salaries and wages | \$5,118,145 | \$720,245 | \$5,838,390 |
| 13 New and vacant FTE pool | 0 | 126,203 | 126,203 |
| 14 Operating expenses | 3,046,350 | 1,399,261 | 4,445,611 |
| 15 <u>Operating expenses</u> | <u>3,046,350</u> | <u>1,699,261</u> | <u>4,745,611</u> |
| 16 Grants | 11,507,349 | 2,500,000 | 14,007,349 |
| 17 Grants - secondary | 41,537,780 | 7,000,000 | 48,537,780 |
| 18 <u>Grants - secondary</u> | <u>41,537,780</u> | <u>10,500,000</u> | <u>52,037,780</u> |
| 19 Marketplace for kids | 300,000 | 100,000 | 400,000 |

| | | | | |
|----|---------------------------------------|-------------------------|-------------------------|-------------------------|
| 1 | Science, technology, engineering, and | 100,000 | 0 | 100,000 |
| 2 | mathematics initiative | | | |
| 3 | Adult farm management | 1,706,138 | (1,706,138) | 0 |
| 4 | Workforce training | <u>2,500,000</u> | <u>750,000</u> | <u>3,250,000</u> |
| 5 | Total all funds | \$65,815,762 | \$10,889,571 | \$76,705,333 |
| 6 | Less other funds | 14,500,485 | 2,927,524 | 17,428,009 |
| 7 | Total general fund | \$51,315,277 | \$7,962,047 | \$59,277,324 |
| 8 | <u>Total all funds</u> | <u>\$65,815,762</u> | <u>\$14,689,571</u> | <u>\$80,505,333</u> |
| 9 | <u>Less other funds</u> | <u>14,500,485</u> | <u>3,927,524</u> | <u>18,428,009</u> |
| 10 | <u>Total general fund</u> | <u>\$51,315,277</u> | <u>\$10,762,047</u> | <u>\$62,077,324</u> |
| 11 | Full-time equivalent positions | 23.50 | 0.00 | 23.50 |

SECTION 2. ONE-TIME FUNDING - EFFECT ON BASE BUDGET - REPORT TO

SEVENTIETH LEGISLATIVE ASSEMBLY. The following amounts reflect the one-time funding items included in the appropriation in section 1 of this Act which are not included in the entity's base budget for the 2027-29 biennium and which the entity shall report to the appropriations committees of the seventieth legislative assembly regarding the use of this funding:

| 17 | <u>One-Time Funding Description</u> | <u>General Fund</u> | <u>Other Funds</u> | <u>Total</u> |
|----|---|------------------------|--------------------|------------------------|
| 18 | Virtual reality career exploration | \$1,000,000 | \$0 | \$1,000,000 |
| 19 | Total | \$1,000,000 | \$0 | \$1,000,000 |
| 20 | <u>Virtual reality career exploration</u> | <u>\$0</u> | <u>\$1,000,000</u> | <u>\$1,000,000</u> |
| 21 | <u>Rent, moving, and office equipment</u> | | | |
| 22 | <u>expenses</u> | <u>300,000</u> | <u>0</u> | <u>300,000</u> |
| 23 | <u>Total</u> | <u>\$300,000</u> | <u>\$1,000,000</u> | <u>\$1,300,000</u> |

SECTION 3. NEW AND VACANT FTE POOL - LIMITATION - TRANSFER REQUEST. The

department of career and technical education may not spend funds appropriated in the new and vacant FTE pool line item in section 1 of this Act, but may request the office of management and budget to transfer funds from the new and vacant FTE pool line item to the salaries and wages line item in accordance with the guidelines and reporting provisions included in House Bill No. 1015, as approved by the sixty-ninth legislative assembly.

~~SECTION 4. WORKFORCE TRAINING GRANTS - SALARIES AND WAGES EXPENSES.~~

~~The workforce training line item in section 1 of this Act includes the sum of \$500,000 from the~~

~~general fund which the department of career and technical education shall distribute to each eligible organization in the state dedicated to expanding workforce opportunities, training, and education for the purpose of defraying salaries and wages expenses of the organization's employees. The department of career and technical education shall distribute the funding identified in this section as follows:~~

- ~~1. An organization in the northwest region of the state \$230,000~~
- ~~2. An organization in the northeast region of the state \$40,000~~
- ~~3. An organization in the southwest region of the state \$120,000~~
- ~~4. An organization in the southeast region of the state \$110,000~~

SECTION 4. OTHER FUNDS - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND.

The other funds line item in section 1 of this Act includes the sum of \$1,000,000 from the strategic investment and improvements fund for the purpose of purchasing virtual reality career exploration hardware and software.

SECTION 5. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT

PROGRAM. The sum of \$74,595,701 appropriated from the federal coronavirus capital projects fund for the statewide area career center initiative grant program, of which \$68,276,228 was appropriated in section 1 of chapter 548 of the 2021 Special Session Session Laws and continued into the 2023-25 biennium in section 3 of chapter 27 of the 2023 Session Laws and \$6,319,473 was transferred in section 10 of chapter 21 of the 2023 Session Laws, is not subject to section 54-44.1-11 and any unexpended funds from these appropriations may be continued into the biennium beginning July 1, 2025, and ending June 30, 2027.

SECTION 6. EMERGENCY. The \$300,000 appropriated from the general fund in the operating expenses line item for rent, moving, and office equipment expenses in section 1 of this Act is declared to be an emergency measure.

STATEMENT OF PURPOSE OF AMENDMENT:

4-15

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

| | Base Budget | Senate Version | Conference Committee Changes | Conference Committee Version | House Version | Comparison to House |
|-------------------------|----------------|-------------------|------------------------------------|------------------------------------|------------------|------------------------|
| Salaries and wages | \$5,118,145 | \$5,838,390 | | \$5,838,390 | \$5,838,390 | |
| New and vacant FTE pool | | 126,203 | | 126,203 | 126,203 | |
| Operating expenses | 3,046,350 | 4,445,611 | \$300,000 | 4,745,611 | 4,595,611 | \$150,000 |
| Grants | 11,507,349 | 14,007,349 | | 14,007,349 | 14,007,349 | |
| Grants - Secondary | 41,537,780 | 48,537,780 | 3,500,000 | 52,037,780 | 54,287,780 | (2,250,000) |
| Marketplace for kids | 300,000 | 400,000 | | 400,000 | 400,000 | |
| Adult farm management | 1,706,138 | | | | | |
| Workforce training | 2,500,000 | 3,250,000 | | 3,250,000 | 3,250,000 | |
| STEM initiative | 100,000 | 100,000 | | 100,000 | 100,000 | |
| Total all funds | \$65,815,762 | \$76,705,333 | \$3,800,000 | \$80,505,333 | \$82,605,333 | (\$2,100,000) |
| Less estimated income | 14,500,485 | 17,428,009 | 1,000,000 | 18,428,009 | 18,428,009 | 0 |
| General fund | \$51,315,277 | \$59,277,324 | \$2,800,000 | \$62,077,324 | \$64,177,324 | (\$2,100,000) |
| FTE | 23.50 | 23.50 | 0.00 | 23.50 | 23.50 | 0.00 |

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

| | Adds Funding for New and Expanding CTE Programs ¹ | Adds Funding for Work- Based Learning Coordinators ² | Adjusts One- Time Funding for Virtual Reality Career Exploration ³ | Adds One- Time Funding for Rent, Moving, and Office Expenses ⁴ | Total Conference Committee Changes |
|-------------------------|--|---|---|--|---|
| Salaries and wages | | | | | |
| New and vacant FTE pool | | | | | |
| Operating expenses | | | | \$300,000 | \$300,000 |
| Grants | | | | | |
| Grants - Secondary | \$3,000,000 | \$500,000 | | | 3,500,000 |
| Marketplace for kids | | | | | |
| Adult farm management | | | | | |
| Workforce training | | | | | |
| STEM initiative | | | | | |
| Total all funds | \$3,000,000 | \$500,000 | \$0 | \$300,000 | \$3,800,000 |
| Less estimated income | 0 | 0 | 1,000,000 | 0 | 1,000,000 |
| General fund | \$3,000,000 | \$500,000 | (\$1,000,000) | \$300,000 | \$2,800,000 |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

¹ Ongoing funding of \$3 million is added for new and expanding secondary career and technical education programs to provide a total of \$6 million from the general fund for the 2025-27 biennium. The Senate provided \$3 million from the general fund for new and expanding secondary career and technical education programs. The House added an additional \$5 million to provide a total of \$8 million from the general fund.

² Ongoing funding of \$500,000 is added from the general fund for grants to schools for work-based learning coordinators to provide a total of \$2 million from the general fund, including \$1,500,000 in the base budget. The House added \$750,000 for this program. The Senate did not increase funding for this program.

³ One-time funding of \$1 million added by the Senate from the general fund for virtual reality career exploration hardware and software is appropriated instead from the strategic investment and improvements fund, the same as approved by the House.

⁴ One-time funding of \$300,000 is added from the general fund for rent, moving, and office equipment expenses. The House added \$150,000 from the general fund. The Senate did not add funding for this purpose.

5.15

Senate Bill No. 2019 - Other Changes - Conference Committee Action

This amendment also:

- Removes a section designating funding in the workforce training line item for salaries and wages of organizations in each region of the state. The House also removed this section.
- Adds a section to identify \$1 million of one-time funding from the strategic investment and improvements fund for virtual career exploration hardware and software, the same as provided by the House. The Senate appropriated this funding from the general fund.
- Adds a section providing the department an exemption to continue any unspent funding appropriated from the federal Coronavirus Capital Projects Fund for career academies during the 2021-23 and 2023-25 bienniums into the 2025-27 biennium, the same as provided by the House.
- Adds a section to provide the \$300,000 appropriated as one-time funding from the general fund for rent, moving, and office equipment expenses in Section 1 is declared an emergency measure. The House also declared an emergency for this purpose.

SB 2019 042625 1009 AM Roll Call Vote

Amendment

SB 2019

Date Submitted: April 26, 2025, 10:09 a.m.

Action: Passed

Amendment LC #: Pending LC #

Description of Amendment: to accept 6 million for
funding educational programs

Motioned By: Martinson, Bob

Seconded By: Sanford, Mark

Emergency Clause: None

Vote Results: 6 - 0 - 0

| | |
|-----------------------|-----|
| Sen. Schaible, Donald | Yea |
| Sen. Conley, Cole | Yea |
| Sen. Meyer, Scott | Yea |
| Rep. Richter, David | Yea |
| Rep. Sanford, Mark | Yea |
| Rep. Martinson, Bob | Yea |

SB 2019 042625 1011 AM Roll Call Vote

Final Recommendation

SB 2019

Date Submitted: April 26, 2025, 10:11 a.m.

Recommendation: In Place Of

Amendment LC #: 25.0186.02005

Engrossed LC #: N/A

Description:

Motioned By: Conley, Cole

Seconded By: Meyer, Scott

House Carrier: Richter, David

Senate Carrier: Schaible, Donald

Emergency Clause: None

Vote Results: 6 - 0 - 0

| | |
|-----------------------|-----|
| Sen. Schaible, Donald | Yea |
| Sen. Conley, Cole | Yea |
| Sen. Meyer, Scott | Yea |
| Rep. Richter, David | Yea |
| Rep. Sanford, Mark | Yea |
| Rep. Martinson, Bob | Yea |

**REPORT OF CONFERENCE COMMITTEE
ENGROSSED SB 2019**

Your conference committee (Sens. Schaible, Conley, Meyer and Reps. Richter, Sanford, Martinson) recommends that in place of amendment [25.0186.02004](#) adopted by the House, Engrossed SB 2019 is amended by amendment [25.0186.02005](#).

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