

2023 HOUSE APPROPRIATIONS

HB 1019

Department 270 - Department of Career and Technical Education
House Bill No. 1019

Executive Budget Comparison to Base Level

| | General Fund | Other Funds | Total |
|--------------------------|---------------------|--------------------|--------------|
| 2023-25 Executive Budget | \$63,507,771 | \$19,050,014 | \$82,557,785 |
| 2023-25 Base Level | 41,735,063 | 15,019,817 | 56,754,880 |
| Increase (Decrease) | \$21,772,708 | \$4,030,197 | \$25,802,905 |

Selected Budget Changes Recommended in the Executive Budget

| | General Fund | Other Funds | Total |
|---|---------------------|--------------------|--------------|
| 1. Adds funding for 2 FTE program supervisor positions | \$394,874 | \$0 | \$394,874 |
| 2. Adds funding for cost to continue career and technical education reimbursement rates of 27 percent for schools and 40 percent for area career and technical centers | \$4,000,000 | \$0 | \$4,000,000 |
| 3. Adds funding for new and expanding secondary career and technical education programs | \$10,000,000 | \$0 | \$10,000,000 |
| 4. Adds funding for grants for school district career advisors to assist students with career exploration. This would fund approximately 90 career advisors across the state. | \$3,000,000 | \$0 | \$3,000,000 |
| 5. Adds funding for grants to schools for work-based learning coordinators. This would fund approximately 16 coordinators across the state, primarily located at area career and technical centers. | \$3,000,000 | \$0 | \$3,000,000 |
| 6. Adds funding for 1 FTE Center for Distance Education (CDE) teacher position | \$176,554 | \$0 | \$176,554 |
| 7. Adds funding from the CDE operating fund for teacher salaries and operating expenses to provide total CDE funding of \$11,700,231, of which \$7,150,231 is from the general fund and \$4,550,000 is from the CDE operating fund. | \$0 | \$1,500,000 | \$1,500,000 |

A summary of the executive budget changes to the agency's base level appropriations is attached as an appendix.

A copy of the draft appropriations bill containing the executive budget recommendations is attached as an appendix.

Selected Bill Sections Recommended in the Executive Budget

Bank of North Dakota line of credit - Section 2 would require the Bank of North Dakota to extend a \$108,276,228 line of credit to the Department of Career and Technical Education to provide funding to local communities for the construction of career centers. The department would be required to repay the line of credit from funding appropriated from the federal Coronavirus Capital Projects Fund (\$68,276,228) and funding made available by the 2025 Legislative Assembly through a deficiency appropriation (\$40,000,000). Section 5 would declare Section 2 an emergency measure.

Transfers - Section 3 would allow the Director of the Office of Management and Budget to transfer funds between line items in Section 1 as requested by the Director of the Department of Career and Technical Education.

Exemption - Coronavirus Capital Projects Fund and State Fiscal Recovery Fund - Section 4 would provide the Department of Career and Technical Education an exemption to continue \$68,276,228 from the Coronavirus Capital Projects Fund and \$20,000,000 from the federal State Fiscal Recovery Fund appropriated during the November 2021 special legislative session into the 2023-25 biennium.

Continuing Appropriations

There are no continuing appropriations for this agency.

Deficiency Appropriations

There are no deficiency appropriations for this agency.

Significant Audit Findings

The operational audit for the Department of Career and Technical Education conducted by the State Auditor's office for the period ending June 30, 2021, identified the following audit finding:

Noncompliance with appropriations laws - The report states CDE, which reports to the Department of Career and Technical Education, overspent its 2019-21 biennium appropriation authority by \$121,255. Of this amount, \$120,000 was for online learning curriculum purchased from a vendor. The Center for Distance Education pays for the curriculum materials on an annual basis and in an effort to receive a discounted price for the materials for the 1st year of the 2021-23 biennium, payment of \$120,000 was issued prior to June 30, 2021, resulting in CDE overspending its 2019-21 biennium appropriation authority.

The department indicated their fiscal office will implement oversight of CDE's budget and appropriation spending to ensure compliance with appropriation limits and the Director of the CDE will discuss major decisions with the department director prior to implementation.

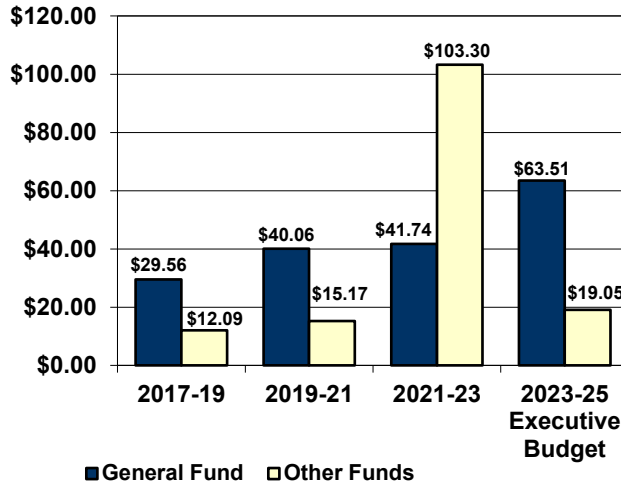
Major Related Legislation

House Bill No. 1156 - This bill authorizes CDE to enter an agreement with a regionally accredited postsecondary institution to provide high school and postsecondary credit for the completion of an academic course.

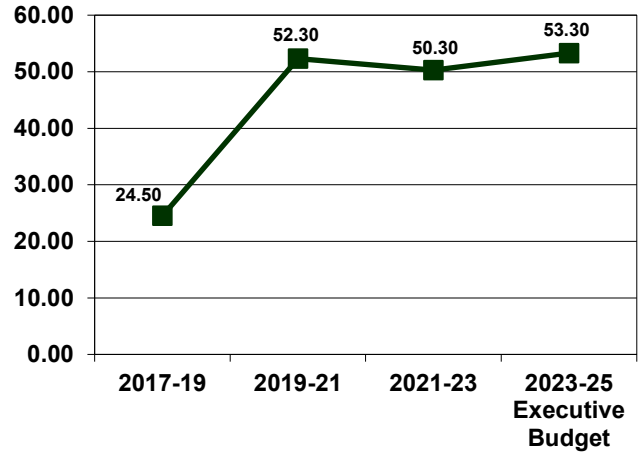
Historical Appropriations Information

Agency Appropriations and FTE Positions

Agency Funding (Millions)



FTE Positions



Ongoing General Fund Appropriations

| | 2015-17 | 2017-19 | 2019-21 | 2021-23 | 2023-25 Executive Budget |
|---|--------------|---------------|--------------|--------------|--------------------------|
| Ongoing general fund appropriations | \$31,698,298 | \$29,306,283 | \$40,064,988 | \$41,735,063 | \$63,507,771 |
| Increase (decrease) from previous biennium | N/A | (\$2,392,015) | \$10,758,705 | \$1,670,075 | \$21,772,708 |
| Percentage increase (decrease) from previous biennium | N/A | (7.5%) | 36.7% | 4.2% | 52.2% |
| Cumulative percentage increase (decrease) from 2015-17 biennium | N/A | (7.5%) | 26.4% | 31.7% | 100.4% |

Major Increases (Decreases) in Ongoing General Fund Appropriations

2017-19 Biennium

- 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)
- Restored salaries and wages funding from the general fund removed as part of the August 2016 budget reductions \$168,618
- Adjusted funding for postsecondary grants, including a \$290,500 transfer from the postsecondary grants line item to the grants line item for science, technology, engineering, and mathematics (STEM) grants related to K-12 education (\$364,906)
- Adjusted funding for adult farm management grants (\$80,616)
- Adjusted funding for workforce training grants to provide total funding of \$2 million from the general fund (\$803,500)
- 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)
- 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

- Removed 1 FTE assistant program supervisor position (\$159,737)
- Added 28.80 FTE positions and related operating expenses for 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 (Executive Budget Recommendation)

- 1. Adds funding for 2 FTE program supervisor positions \$394,874
- 2. Adds funding for cost to continue career and technical education reimbursement rates of 27 percent for schools and 40 percent for area career and technical centers \$4,000,000
- 3. Adds funding for new and expanding secondary career and technical education programs \$10,000,000
- 4. Adds funding for grants for school district career advisors to assist students with career exploration. This would fund approximately 90 career advisors across the state. \$3,000,000
- 5. Adds funding for grants to schools for work-based learning coordinators. This would fund approximately 16 coordinators across the state, primarily located at area career and technical centers. \$3,000,000
- 6. Adds funding for 1 FTE CDE teacher position \$176,554

One-Time General Fund Appropriations

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

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 (Executive Budget Recommendation)

- None \$0

Department of Career and Technical Education - Budget No. 270
House Bill No. 1019
Base Level Funding Changes

| | Executive Budget Recommendation | | | |
|--|--|---------------------|--------------------|--------------|
| | FTE Positions | General Fund | Other Funds | Total |
| 2023-25 Biennium Base Level | 50.30 | \$41,735,063 | \$15,019,817 | \$56,754,880 |
| 2023-25 Ongoing Funding Changes | | | | |
| Adds funding for the cost to continue salary increases | | \$79,132 | \$156 | \$79,288 |
| Salary increase | | 689,963 | 43,631 | 733,594 |
| Health insurance increase | | 252,288 | 15,174 | 267,462 |
| Reduces federal funding for salaries due to staff retirements | | | (28,764) | (28,764) |
| Adds funding for FTE program supervisor positions | 2.00 | 394,874 | | 394,874 |
| Adds federal funding for the RURReady career resource network | | | 500,000 | 500,000 |
| Adds federal funding for secondary school grants | | | 2,000,000 | 2,000,000 |
| Adds funding for 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 | | 10,000,000 | | 10,000,000 |
| Adds funding for grants for school district career advisors | | 3,000,000 | | 3,000,000 |
| Adds funding for grants to schools for work-based learning coordinators | | 3,000,000 | | 3,000,000 |
| Adds funding for an FTE CDE teacher position | 1.00 | 176,554 | | 176,554 |
| Adds funding for CDE teacher salaries and operating expenses | | | 1,500,000 | 1,500,000 |
| Adds funding for a new Capitol space rent model | | 179,897 | | 179,897 |
| Total ongoing funding changes | 3.00 | \$21,772,708 | \$4,030,197 | \$25,802,905 |
| 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 | 3.00 | \$21,772,708 | \$4,030,197 | \$25,802,905 |
| 2023-25 Total Funding | 53.30 | \$63,507,771 | \$19,050,014 | \$82,557,785 |
| <i>Federal funds included in other funds</i> | | | \$14,345,040 | |
| <i>Total ongoing changes as a percentage of base level</i> | 6.0% | 52.2% | 26.8% | 45.5% |
| <i>Total changes as a percentage of base level</i> | 6.0% | 52.2% | 26.8% | 45.5% |

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

| | Executive Budget Recommendation |
|--|---|
| Bank of North Dakota line of credit | Section 2 would require the Bank of North Dakota to extend a \$108,276,228 line of credit to the Department of Career and Technical Education to provide funding to local communities for the construction of career centers. The department would be required to repay the line of credit from funding appropriated from the federal Coronavirus Capital Projects Fund (\$68,276,228) and funding made available by the 2025 Legislative Assembly through a deficiency appropriation (\$40,000,000). Section 5 would declare Section 2 an emergency measure. |
| Transfers | Section 3 would allow the director of the Office of Management and Budget to transfer funds between line items in Section 1 as requested by the director of the Department of Career and Technical Education. |
| Exemption - Coronavirus Capital Projects Fund and State Fiscal Recovery Fund | Section 4 would provide the Department of Career and Technical Education an exemption to continue \$68,276,228 from the Coronavirus Capital Projects Fund and \$20,000,000 from the federal State Fiscal Recovery Fund appropriated during the November 2021 special legislative session into the 2023-25 biennium. |

HOUSE BILL NO. 1019
(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; to provide an exemption; and to declare an emergency.

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, 2023 and ending June 30, 2025, as follows:

| | <u>Base Level</u> | <u>Adjustments or Enhancements</u> | <u>Appropriation</u> |
|--------------------------------|-------------------|--|----------------------|
| Salaries and Wages | \$ 4,643,906 | \$884,031 | \$ 5,527,937 |
| Operating Expenses | 2,198,453 | 679,897 | 2,878,350 |
| Grants | 9,507,349 | 2,000,000 | 11,507,349 |
| Grants-Secondary | 26,837,780 | 20,000,000 | 46,837,780 |
| Grants-Stem | 100,000 | 0 | 100,000 |
| Adult Farm Management | 1,706,138 | 0 | 1,706,138 |
| Workforce Training | 2,000,000 | 0 | 2,000,000 |
| Marketplace for Kids | 300,000 | 0 | 300,000 |
| Center for Distance Ed | <u>9,461,254</u> | <u>2,238,977</u> | <u>11,700,231</u> |
| Total All Funds | \$56,754,880 | \$25,802,905 | \$82,557,785 |
| Less Estimated Income | <u>15,019,817</u> | <u>4,030,197</u> | <u>19,050,014</u> |
| Total General Fund | \$41,735,063 | \$21,772,708 | \$63,507,771 |
| Full-Time Equivalent Positions | 50.30 | 3.00 | 53.30 |

SECTION 2. BANK OF NORTH DAKOTA – LINE OF CREDIT. The Bank of North Dakota shall extend a line of credit to the department of career and technical education to provide funding to entities approved by the state board for career and technical education to receive grants for the purposes of constructing career academies. The line of credit may not exceed \$108,276,228, and the interest rate associated with the line of credit must be the prevailing interest rate charged to North Dakota governmental entities. The department of career and technical education shall repay the line of credit from federal coronavirus capital projects funding. If moneys available on June 30, 2025, are not sufficient to repay the line of credit, the department of career and technical education shall request from the sixty-ninth legislative assembly a deficiency appropriation to repay the line of credit.

SECTION 3. TRANSFERS. Notwithstanding section 54-16-04, the director of the office of management and budget shall make transfers of funds between line items in section 1 of this act for the department of career and technical education as may be requested by the state director as determined necessary for activities that are proper and consistent with the provisions of this act.

SECTION 4. EXEMPTION – CORONAVIRUS CAPITAL PROJECTS FUND – FEDERAL STATE FISCAL RECOVERY FUND. The amount appropriated to career and technical education from federal funds for the purpose of a statewide area career center initiative grant program in section 1 of chapter 548 of the 2021

Session Laws, is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available to career and technical education during the biennium beginning July 1, 2023 and ending June 30, 2025.

SECTION 5. EMERGENCY. Section 2 of this Act is declared to be an emergency measure.

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1019
1/9/2023

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

9:00 AM Chairman Nathe opened the meeting

Members present: Chairman Nathe, Vice Chairman Swiontek, Representatives; Martinson, Richter, Sanford, Schatz, Hanson.

Discussion Topics:

- Mission of ND career and Technical Education
- Base budget comparisons

Wayde Sick State Director – testified in favor of HB 1019, testimony #12521, #12522,

Dr. Alyssa Martin- Director of CDE - testified in favor of HB 1019, testimony #12555

Sarah Vollemer – testified in favor of HB 1019, testimony #12523

Additional Written Testimony:

Eric Ripley, Executive Director of CTE and Technology - testimony # 12520

Wayde Sick State Director - #12524, #12525

Brian Ritter, President Bismarck Mandan Chamber EDC - testimony #12529

Dr. Denise Jonas, Cass County Director of Career and Technical Education – testimony #12540

Lyle Krueger, Assistant Director Central regional Area Career and Technical Center – testimony #12546

Aaron Anderson CTE Director Southwest Area CTE Academy – testimony # 12553

Dan Spellerberg, CTE Director Southeast Region Career and Technology Center – testimony #12575

10:33 AM Chairman Nathe adjourned the meeting.

Donna Lynn Knutson, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1019
1/12/2023

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

2:32 PM Chairman Nathe opened the meeting.

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

Discussion Topics:

- Technical Careers
- Comparison to past sessions

Chairman Nathe spoke in support of HB 1019.

Representative Martinson spoke in support of HB 1019.

Representative Richter spoke in favor of HB 1019.

3:21 PM Chairman Nathe adjourned the meeting.

Donna Knutson, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1019
1/13/2023

| |
|---|
| <p>A BILL for an Act to provide an appropriation for defraying the expenses of the department of career and technical education.</p> |
|---|

10:33 AM Chairman Nathe started the meeting

Members present: Chairman Nathe, Vice Chairman Swiontek, Representatives; Martinson, Richter, Sanford, Schatz, Hanson.

Discussion Topics:

- Work base learning coordinators
- Training
- Center for Distance Education

Wayde Sick, State Director of ND Department of Career and Technical Education – spoke in favor of HB 1019

11:20 AM Chairman Nathe adjourned the meeting

Donna Lynn Knutson, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division Prairie Room, State Capitol

HB 1019
1/16/2023

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

2:18 PM Chairman Nathe started the meeting

Members present: Chairman Nathe, Vice Chairman Swiontek, Representatives; Martinson, Richter, Sanford, Schatz, Hanson.

Discussion Topics:

- Grants available in CT
- FTEs needed in CT education
- Sharing staff the university system

Wayde Sick, State Director of ND Department of Career and Technical Education – spoke in favor of HB 1019.

David Stephen Executive Director of TrainND, NE - spoke in favor of HB 1019.

Kenley Nebeker - Executive Director of TrainND NW - spoke in favor of HB 1019.

Susie Carlson, Executive Director of TrainND, SE – spoke in favor of HB 1019.

Sara Vollmer, Executive Director of TrainND, SW - spoke in favor of HB 1019.

Additional Testimony: #13661

2:50 PM Chairman Nathe adjourned the meeting.

Donna Lynn Knutson, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1019
1/17/2023

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

10:03 AM Chairman Nathe opened the meeting.

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

Discussion Topics:

- CTE in Job Service
- Workforce initiative

Vice Chairman Swiontek spoke in favor of HB 1019.

10:32 AM Chairman Nathe adjourned the meeting.

Donna Knutson, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1019
1/23/2023

| |
|---|
| <p>A BILL for an Act to provide an appropriation for defraying the expenses of the department of career and technical education.</p> |
|---|

2:52 PM Chairman Nathe started the meeting

Members present: Chairman Nathe, Vice Chairman Swiontek, Representatives; Martinson, Richter, Sanford, Schatz, Hanson.

Discussion Topics:

- Formula for funding for CTE
- Career advisor training

Wayde Sick, State Director of ND Department of Career and Technical Education – spoke in favor of HB 1019

2:56 PM Chairman Nathe adjourned the meeting

Donna Lynn Knutson, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1019
1/24/2023

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

3:08 PM Chairman Nathe started the meeting

Members present: Chairman Nathe, Vice Chairman Swiontek, Representatives; Martinson, Richter, Sanford, Schatz, Hanson.

Discussion Topics:

- Moving CTE to DPI
- Tuition of CDE
- Grants for CDE
- Market Place for Kids
- STEM education

Representative Richter testified in support to HB 1019, testimony # 16479.

Additional Written Testimony:

Representative Richter # 16485

3:33 PM Chairman Nathe adjourned the meeting.

Donna Lynn Knutson, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1019
2/6/2023

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

9:19 AM Chairman Nathe started meeting.

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

Discussion Topics:

- Request for FTE
- RU Ready career resource network
- CTE programs
- New program Funding
- Career advisors
- Emerging technology grant
- Career counselors

Representative Richter proposed 23.0248.01003 to amend Budget No. 270, #19279, #19582.

Representative Hanson asked questions related to HB 1019.

Representative Schatz – voiced concern of HB 1019.

Wade Sick, Department of Career and Technical Education, spoke in favor of HB 1019.

Representative Sanford – voiced concern of HB 1019.

Representative Martinson moved a do pass as amended, 23.0248.01003, #19582.

Representative Sanford seconded.

Roll call vote was taken.

| Representatives | Vote |
|----------------------------------|------|
| Representative Mike Nathe | Y |
| Representative Steve Swiontek | Y |
| Representative Karla Rose Hanson | Y |
| Representative Bob Martinson | Y |
| Representative David Richter | Y |

| | |
|-----------------------------|---|
| Representative Mark Sanford | Y |
| Representative Mike Schatz | N |

Motion carries 6-1-0. Do pass as amended.

Representative Richter will carry the bill.

9:56 AM Chairman Nathe adjourned the meeting.

Donna Lynn Knutson, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee Brynhild Haugland Room, State Capitol

HB 1019
2/13/2023

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

6:33 PM Chairman Vigesaa- Meeting was called to order and roll call was taken:

Members present; Chairman Vigesaa, Representative Kempenich, Representative B. Anderson, Representative Brandenburg, Representative Hanson, Representative Martinson, Representative Mitskog, Representative Mock, Representative Monson, Representative Nathe, Representative J. Nelson, Representative O'Brien, Representative Pyle, Representative Richter, Representative Sanford, Representative Schatz, Representative Schobinger, Representative Strinden, Representative G. Stemen and Representative Swiontek.

Members not Present: Representative Bellew, Representative Meier and Representative Kreidt

Discussion Topics:

- Amendment

Representative Richter – Explains the amendment 23.0248.01003 (Testimony #20697)

Representative Richter- Move to adopt the amendment.

Representative Nathe Seconds the motion.

Committee discussion- Roll Call Vote

| Representatives | Vote |
|----------------------------------|------|
| Representative Don Vigesaa | Y |
| Representative Keith Kempenich | Y |
| Representative Bert Anderson | Y |
| Representative Larry Bellew | A |
| Representative Mike Brandenburg | Y |
| Representative Karla Rose Hanson | Y |
| Representative Gary Kreidt | A |
| Representative Bob Martinson | Y |
| Representative Lisa Meier | A |
| Representative Alisa Mitskog | Y |
| Representative Corey Mock | Y |
| Representative David Monson | Y |
| Representative Mike Nathe | Y |
| Representative Jon O. Nelson | Y |

| | |
|------------------------------------|---|
| Representative Emily O'Brien | Y |
| Representative Brandy Pyle | Y |
| Representative David Richter | Y |
| Representative Mark Sanford | Y |
| Representative Mike Schatz | Y |
| Representative Randy A. Schobinger | Y |
| Representative Greg Stemen | Y |
| Representative Michelle Strinden | Y |
| Representative Steve Swiontek | Y |

Motion Carries 19-1-3

Representative Richter Move for a Do Pass as Amended

Representative Nathe Second the motion

Committee Discussion Roll call vote.

| Representatives | Vote |
|------------------------------------|-------------|
| Representative Don Vigesaa | Y |
| Representative Keith Kempenich | A |
| Representative Bert Anderson | Y |
| Representative Larry Bellew | A |
| Representative Mike Brandenburg | Y |
| Representative Karla Rose Hanson | Y |
| Representative Gary Kreidt | A |
| Representative Bob Martinson | Y |
| Representative Lisa Meier | A |
| Representative Alisa Mitskog | Y |
| Representative Corey Mock | Y |
| Representative David Monson | Y |
| Representative Mike Nathe | Y |
| Representative Jon O. Nelson | Y |
| Representative Emily O'Brien | Y |
| Representative Brandy Pyle | Y |
| Representative David Richter | Y |
| Representative Mark Sanford | Y |
| Representative Mike Schatz | N |
| Representative Randy A. Schobinger | Y |
| Representative Greg Stemen | Y |
| Representative Michelle Strinden | Y |
| Representative Steve Swiontek | Y |

Motion Carries 18-1-4 Representative Richter will carry the bill.

Chairman Vigesaa Closed the meeting for HB 1019 @ 6:54 PM

Risa Berube, Committee Clerk

JA
2-13-23

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1019

Page 1, line 2, after "education" insert "; to amend and reenact sections 15-19-00.1, 15-19-01, 15-19-02, 15-19-06, 15-19-08, 15-20.1-03, and 15.1-02-04 of the North Dakota Century Code, relating to the administration of the center for distance education; and to provide an exemption"

Page 1, remove lines 10 through 23

Page 2, replace lines 1 and 2 with:

| | <u>Base Level</u> | <u>Adjustments or Enhancements</u> | <u>Appropriation</u> |
|--|-------------------|------------------------------------|----------------------|
| Salaries and wages | \$4,643,906 | \$798,036 | \$5,441,942 |
| Operating expenses | 2,198,453 | 679,897 | 2,878,350 |
| Grants | 9,507,349 | 2,000,000 | 11,507,349 |
| Grants - secondary | 26,837,780 | 14,200,000 | 41,037,780 |
| Marketplace for kids | 300,000 | 0 | 300,000 |
| Science, technology, engineering, and mathematics initiative | 100,000 | 0 | 100,000 |
| Adult farm management | 1,706,138 | 0 | 1,706,138 |
| Workforce training | 2,000,000 | 0 | 2,000,000 |
| Center for distance education | <u>9,461,254</u> | <u>(9,461,254)</u> | <u>0</u> |
| Total all funds | \$56,754,880 | \$8,216,679 | \$64,971,559 |
| Less estimated income | <u>15,019,817</u> | <u>(530,418)</u> | <u>14,489,399</u> |
| Total general fund | \$41,735,063 | \$8,747,097 | \$50,482,160 |
| Full-time equivalent positions | 50.30 | (26.80) | 23.50" |

Page 2, after line 9, insert:

"SECTION 3. AMENDMENT. Section 15-19-00.1 of the North Dakota Century Code is amended and reenacted as follows:

15-19-00.1. Definitions.

In this chapter, unless the context otherwise requires:

1. "Administration" includes the leadership of the center for distance education.
2. "~~Board~~" means ~~the state board for career and technical education.~~
3. "Center" means the North Dakota center for distance education.
- 4.3. "~~Director~~Superintendent" means the ~~director and executive officer of the department of career and technical education~~superintendent of public instruction.

SECTION 4. AMENDMENT. Section 15-19-01 of the North Dakota Century Code is amended and reenacted as follows:

15-19-01. North Dakota center for distance education courses - Establishment - Enrollment of students - Courses of instruction.

2A
1-13-23

The state shall provide kindergarten through grade twelve courses, comprehensive educational support, and high school diplomas through the center for distance education under the following provisions:

1. A complete curriculum prescribed by state-mandated education accreditation entities which meets the requirements for digital education the superintendent of public instruction has determined to be appropriate.
2. A superintendent or an administrator of a school may deny the enrollment of a student in that district at the center for distance education except as provided in subsection 5.
3. The center for distance education may provide services to persons who are not North Dakota residents.
4. Center for distance education students shall pay fees as may be prescribed by the ~~state board for career and technical education~~ superintendent.
5. Students exempt from the compulsory school attendance laws pursuant to subdivision e of subsection 1 of section 15.1-20-02 may enroll in distance education courses offered through the center for distance education. These students may study their center for distance education lessons in their learning environment under the supervision of a parent.

SECTION 5. AMENDMENT. Section 15-19-02 of the North Dakota Century Code is amended and reenacted as follows:

15-19-02. Administration Center for distance education - Appointment and duties.

The program of and all activities related to the center for distance education are the responsibility of the center for distance education and under the authority of the ~~state board for career and technical education~~ superintendent. The ~~director of the department of career and technical education~~ superintendent shall hire administration and staff for the center for distance education who must be classified under the state personnel merit system. The administration of the center shall carry out the responsibilities in operating the center for distance education in the manner approved by the ~~state board for career and technical education~~ superintendent, under the supervision of the director of the department of career and technical education, and compliant with requirements established by the superintendent of public instruction and the education standards and practices board for public school administrators and teachers. The ~~state board for career and technical education~~ superintendent shall administer the responsibilities of the board of a school district relating to the center for distance education.

SECTION 6. AMENDMENT. Section 15-19-06 of the North Dakota Century Code is amended and reenacted as follows:

15-19-06. Special funds - Deposit of collections - Transfers from general fund appropriations.

2-13-13

1. A special operating fund for the center for distance education must be maintained within the state treasury and all income and fees collected by the center for distance education from any source must be remitted monthly by the ~~director~~superintendent to the state treasurer and credited to the special operating fund. All expenditures from the fund must be within the limits of legislative appropriations and must be made upon vouchers, signed and approved by the director. Upon approval of the vouchers by the office of the budget, warrant-checks must be prepared by the office of management and budget.
2. The ~~state board for career and technical education~~superintendent may establish an endowment and scholarship fund to provide financial grants to students enrolled in courses offered through the center for distance education. The endowment and scholarship fund may consist only of those funds specifically appropriated by the legislative assembly and property received by the center for distance education as a gift, devise, or bequest. Any gift, devise, or bequest of property received by the center for distance education which is designated by the ~~state board for career and technical education~~superintendent and donor for the endowment and scholarship fund must be deposited in the scholarship fund at the Bank of North Dakota. The center for distance education may draw on the endowment and scholarship fund for the award of endowments and scholarships within the limits and rules adopted by the ~~state board for career and technical education~~superintendent.

SECTION 7. AMENDMENT. Section 15-19-08 of the North Dakota Century Code is amended and reenacted as follows:

15-19-08. Distance education support and services.

The amount of money appropriated by the legislative assembly for distance education support and services for a biennium, or so much thereof as may be necessary, must be expended first for work provided by distance education as determined by the center for distance education and approved by the ~~state board for career and technical education~~superintendent.

SECTION 8. AMENDMENT. Section 15-20.1-03 of the North Dakota Century Code is amended and reenacted as follows:

15-20.1-03. Powers and duties of state board relating to career and technical education.

The state board shall have all authority necessary to cooperate with the United States department of education or other department or agency of the United States of America in the administration of acts of Congress relating to career and technical education, including the following powers and duties:

1. To administer any legislation enacted by the legislative assembly of this state pursuant to or in conformity with acts of Congress relating to career and technical education.

- 24
2-13-23
2. To administer the funds provided by the federal government and by this state for the promotion of career and technical education and to contract with:
 - a. Any public or private institution or agency, board of trustees of any agricultural and training school, or school district of this state; or
 - b. Any public or private institution or agency, or political subdivision, of another state.
 3. To formulate plans for the promotion of career and technical education in such subjects as are an essential and integral part of the public school system of education in this state.
 4. To provide for the preparation of teachers.
 5. To fix the compensation of such officers and assistants as may be necessary to administer the federal acts and the provisions of this chapter relating to career and technical education and to pay the same and other necessary expenses of administration from any funds appropriated for such purpose.
 6. To make studies and investigations relating to career and technical education.
 7. To promote and aid in the establishment of schools, departments, or classes, and to cooperate with local communities in the maintenance of career and technical education schools, departments, or classes.
 8. To prescribe the qualifications and provide for the certification of teachers, directors, and supervisors.
 9. To cooperate with governing bodies of school districts and with organizations and communities in the maintenance of classes for the preparation of teachers, directors, and supervisors of career and technical education, to maintain classes for such purposes under its own direction and control, and to establish and control, by general regulations, the qualifications to be possessed by persons engaged in the training of career and technical education teachers.
 10. To coordinate new and existing farm management programs offered by any state agency or entity.
 11. To create and expand marketing clubs as adjuncts to new and existing farm management programs.
 - ~~12. To administer and supervise the program and all activities of the center for distance education.~~

SECTION 9. AMENDMENT. Section 15.1-02-04 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-04. Superintendent of public instruction - Duties. (Effective through June 30, 2023)

JA
2-13-23

The superintendent of public instruction:

1. Shall supervise the provision of elementary and secondary education to the students of this state.
2. Shall supervise the establishment and maintenance of schools and provide advice and counsel regarding the welfare of the schools.
3. Shall supervise the development of course content standards.
4. Shall supervise the assessment of students.
5. Shall serve as an ex officio member of the board of university and school lands.
6. Shall keep a complete record of all official acts and appeals.
7. As appropriate, shall determine the outcome of appeals regarding education matters.
8. Shall direct school district annexation, reorganization, and dissolution and employ and compensate personnel necessary to enable the state board of public school education to carry out its powers and duties regarding school district annexation, reorganization, and dissolution.
9. Shall facilitate a process to review and update annually the statewide prekindergarten through grade twelve education strategic vision. The process must include input and participation from a steering committee that includes representatives of all state-level entities receiving state education funding and education stakeholder groups. Each steering committee member entity receiving state education funds shall provide components of the entity's strategic plan which are aligned to the statewide strategic vision. The steering committee shall prepare a collaborative report of the strategic plans of each committee member entity receiving state education funds. The superintendent shall provide the collaborative report and any updates to the strategic vision to the legislative management during each interim and to a joint meeting of the education standing committees during each regular legislative session.
10. Shall administer a student loan forgiveness program for individuals teaching at grade levels, in content areas, and in geographical locations identified as having a teacher shortage or critical need.
11. Shall facilitate the development and implementation of a North Dakota learning continuum in collaboration with the department of career and technical education, upon the recommendation of the kindergarten through grade twelve education coordination council.
12. Shall collaborate with workforce development stakeholders and the kindergarten through grade twelve education coordination council to determine how best to integrate computer science and cybersecurity into elementary, middle, and high school curriculum under sections 15.1-21-01

and 15.1-21-02. Before September 1, 2022, the superintendent shall provide a report to the legislative management regarding the outcome of this collaboration.

2-13-23

13. Shall administer and supervise the program and activities of the center for distance education.

Superintendent of public instruction - Duties. (Effective after June 30, 2023)

The superintendent of public instruction:

1. Shall supervise the provision of elementary and secondary education to the students of this state.
2. Shall supervise the establishment and maintenance of schools and provide advice and counsel regarding the welfare of the schools.
3. Shall supervise the development of course content standards.
4. Shall supervise the assessment of students.
5. Shall serve as an ex officio member of the board of university and school lands.
6. Shall keep a complete record of all official acts and appeals.
7. As appropriate, shall determine the outcome of appeals regarding education matters.
8. Shall direct school district annexation, reorganization, and dissolution and employ and compensate personnel necessary to enable the state board of public school education to carry out its powers and duties regarding school district annexation, reorganization, and dissolution.
9. Shall facilitate a process to review and update annually the statewide prekindergarten through grade twelve education strategic vision. The process must include input and participation from a steering committee that includes representatives of all state-level entities receiving state education funding and education stakeholder groups. Each steering committee member entity receiving state education funds shall provide components of the entity's strategic plan which are aligned to the statewide strategic vision. The steering committee shall prepare a collaborative report of the strategic plans of each committee member entity receiving state education funds. The superintendent shall provide the collaborative report and any updates to the strategic vision to the legislative management during each interim and to a joint meeting of the education standing committees during each regular legislative session.
10. Shall facilitate the development and implementation of a North Dakota learning continuum in collaboration with the department of career and technical education, upon the recommendation of the kindergarten through grade twelve education coordination council.

11. Shall administer and supervise the program and activities of the center for distance education.

2-13-23
2/19

SECTION 10. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM. The amount of \$20,000,000 appropriated from federal funds derived from the state fiscal recovery fund for the statewide area career center initiative grant program in section 1 of chapter 548 of the 2021 Session Laws is not subject to section 54-44.1-11 and is available for the program during the biennium beginning July 1, 2023, and ending June 30, 2025."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1019 - Dept. of Career and Technical Education - House Action

| | Base Budget | House Changes | House Version |
|-------------------------------|--------------|---------------|---------------|
| Salaries and wages | \$4,643,906 | \$798,036 | \$5,441,942 |
| Operating expenses | 2,198,453 | 679,897 | 2,878,350 |
| Grants | 9,507,349 | 2,000,000 | 11,507,349 |
| Grants - secondary | 26,837,780 | 14,200,000 | 41,037,780 |
| Marketplace for kids | 300,000 | | 300,000 |
| STEM initiative | 100,000 | | 100,000 |
| Adult farm management | 1,706,138 | | 1,706,138 |
| Workforce training | 2,000,000 | | 2,000,000 |
| Center for distance education | 9,461,254 | (9,461,254) | |
| Total all funds | \$56,754,880 | \$8,216,679 | \$64,971,559 |
| Less estimated income | 15,019,817 | (530,418) | 14,489,399 |
| General fund | \$41,735,063 | \$8,747,097 | \$50,482,160 |
| FTE | 50.30 | (26.80) | 23.50 |

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

| | Adds Funding for the Cost to Continue Salaries ¹ | Adds Funding for Salary and Benefit Increases ² | Adjusts Base Level Funding ³ | Adds Funding for Program Supervisor Positions ⁴ | Adds Funding for a New Capitol Rent Model ⁵ | Adds Funding for Cost to Continue Reimbursement Rates ⁶ |
|-------------------------------|---|--|---|--|--|--|
| Salaries and wages | \$66,188 | \$365,738 | (\$28,764) | \$394,874 | | |
| Operating expenses | | | 500,000 | | \$179,897 | |
| Grants | | | 2,000,000 | | | |
| Grants - secondary | | | | | | \$4,000,000 |
| Marketplace for kids | | | | | | |
| STEM initiative | | | | | | |
| Adult farm management | | | | | | |
| Workforce training | | | | | | |
| Center for distance education | | | | | | |
| Total all funds | \$66,188 | \$365,738 | \$2,471,236 | \$394,874 | \$179,897 | \$4,000,000 |
| Less estimated income | 156 | 48,190 | 2,471,236 | 0 | 0 | 0 |
| General fund | \$66,032 | \$317,548 | \$0 | \$394,874 | \$179,897 | \$4,000,000 |
| FTE | 0.00 | 0.00 | 0.00 | 2.00 | 0.00 | 0.00 |

23-23

| | Adds Funding for New and Expanding Secondary Programs ⁷ | Adds Funding for Grants for School District Career Advisors ⁸ | Adds Funding for Work-Based Learning Coordinators ⁹ | Adds Funding for Emerging Technology Grants ¹⁰ | Removes Funding for the Center for Distance Education ¹¹ | Total House Changes |
|--|--|--|--|---|---|---------------------|
| Salaries and wages | | | | | | \$798,036 |
| Operating expenses | | | | | | 679,897 |
| Grants | | | | | | 2,000,000 |
| Grants - secondary Marketplace for kids STEM initiative Adult farm management Workforce training Center for distance education | \$8,000,000 | \$500,000 | \$1,500,000 | \$200,000 | | 14,200,000 |
| | | | | | (\$9,461,254) | (9,461,254) |
| Total all funds | \$8,000,000 | \$500,000 | \$1,500,000 | \$200,000 | (\$9,461,254) | \$8,216,679 |
| Less estimated income | 0 | 0 | 0 | 0 | (3,050,000) | (530,418) |
| General fund | \$8,000,000 | \$500,000 | \$1,500,000 | \$200,000 | (\$6,411,254) | \$8,747,097 |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | (28.80) | (26.80) |

¹ Funding is added for the cost-to-continue salary increases.

² The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

| | General Fund | Other Funds | Total |
|---------------------------|--------------|-------------|-----------|
| Salary increase | \$224,706 | \$32,667 | \$257,373 |
| Health insurance increase | 92,842 | 15,523 | 108,365 |
| Total | \$317,548 | \$48,190 | \$365,738 |

³ Base level funding is adjusted as follows:

| | Federal Funds |
|--|---------------|
| Reduces funding for salaries due to staff retirements | (\$28,764) |
| Adds funding for the RUReady career resource network | 500,000 |
| Adds Carl D. Perkins funding for secondary school grants to provide total federal funding of \$11,507,349 for grants | 2,000,000 |
| Total | \$2,471,236 |

⁴ Funding of \$394,874 is added from the general fund for salaries and wages for 2 FTE program supervisor positions.

⁵ Funding of \$179,897 is added from the general fund for a new Capitol space rent model.

⁶ 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).

⁷ Funding of \$8 million from the general fund is added for new and expanding secondary career and technical education programs.

⁸ Funding of \$500,000 from the general fund is added for grants to school districts to hire career advisors.

⁹ Funding of \$1.5 million from the general fund is added for grants to school districts for work-based learning coordinators.

¹⁰ Funding of \$200,000 is added for the emerging technology grant program to provide a total of \$1,175,400 from the general fund.

¹¹ Funding of \$9,461,254 for the Center for Distance Education is removed, including \$6,411,254 from the general fund and \$3,050,000 from the independent study operating fund.

This amendment also:

- Adds seven sections to amend North Dakota Century Code to require the Center for Distance Education to report to the Department of Public Instruction rather than the Department of Career and Technical Education.
- Adds a section to provide the Department of Career and Technical Education an exemption to continue funding appropriated from the federal State Fiscal Recovery Fund for career academies during the 2021-23 biennium into the 2023-25 biennium.

2-13-23

REPORT OF STANDING COMMITTEE

HB 1019: Appropriations Committee (Rep. Vigesaa, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (18 YEAS, 1 NAY, 4 ABSENT AND NOT VOTING). HB 1019 was placed on the Sixth order on the calendar.

Page 1, line 2, after "education" insert "; to amend and reenact sections 15-19-00.1, 15-19-01, 15-19-02, 15-19-06, 15-19-08, 15-20.1-03, and 15.1-02-04 of the North Dakota Century Code, relating to the administration of the center for distance education; and to provide an exemption"

Page 1, remove lines 10 through 23

Page 2, replace lines 1 and 2 with:

| | <u>Base Level</u> | <u>Adjustments or Enhancements</u> | <u>Appropriation</u> |
|--|-------------------|------------------------------------|----------------------|
| Salaries and wages | \$4,643,906 | \$798,036 | \$5,441,942 |
| Operating expenses | 2,198,453 | 679,897 | 2,878,350 |
| Grants | 9,507,349 | 2,000,000 | 11,507,349 |
| Grants - secondary | 26,837,780 | 14,200,000 | 41,037,780 |
| Marketplace for kids | 300,000 | 0 | 300,000 |
| Science, technology, engineering, and mathematics initiative | 100,000 | 0 | 100,000 |
| Adult farm management | 1,706,138 | 0 | 1,706,138 |
| Workforce training | 2,000,000 | 0 | 2,000,000 |
| Center for distance education | <u>9,461,254</u> | <u>(9,461,254)</u> | <u>0</u> |
| Total all funds | \$56,754,880 | \$8,216,679 | \$64,971,559 |
| Less estimated income | <u>15,019,817</u> | <u>(530,418)</u> | <u>14,489,399</u> |
| Total general fund | \$41,735,063 | \$8,747,097 | \$50,482,160 |
| Full-time equivalent positions | 50.30 | (26.80) | 23.50" |

Page 2, after line 9, insert:

"SECTION 3. AMENDMENT. Section 15-19-00.1 of the North Dakota Century Code is amended and reenacted as follows:

15-19-00.1. Definitions.

In this chapter, unless the context otherwise requires:

1. "Administration" includes the leadership of the center for distance education.
2. "Board" ~~means the state board for career and technical education.~~
3. "Center" means the North Dakota center for distance education.
- 4-3. ~~"Director~~Superintendent" means the ~~director and executive officer of the department of career and technical education~~superintendent of public instruction.

SECTION 4. AMENDMENT. Section 15-19-01 of the North Dakota Century Code is amended and reenacted as follows:

15-19-01. North Dakota center for distance education courses - Establishment - Enrollment of students - Courses of instruction.

The state shall provide kindergarten through grade twelve courses, comprehensive educational support, and high school diplomas through the center for distance education under the following provisions:

1. A complete curriculum prescribed by state-mandated education accreditation entities which meets the requirements for digital education the superintendent of public instruction has determined to be appropriate.
2. A superintendent or an administrator of a school may deny the enrollment of a student in that district at the center for distance education except as provided in subsection 5.
3. The center for distance education may provide services to persons who are not North Dakota residents.
4. Center for distance education students shall pay fees as may be prescribed by the ~~state board for career and technical education~~ superintendent.
5. Students exempt from the compulsory school attendance laws pursuant to subdivision e of subsection 1 of section 15.1-20-02 may enroll in distance education courses offered through the center for distance education. These students may study their center for distance education lessons in their learning environment under the supervision of a parent.

SECTION 5. AMENDMENT. Section 15-19-02 of the North Dakota Century Code is amended and reenacted as follows:

15-19-02. Administration Center for distance education - Appointment and duties.

The program of and all activities related to the center for distance education are the responsibility of the center for distance education and under the authority of the ~~state board for career and technical education~~ superintendent. The ~~director of the department of career and technical education~~ superintendent shall hire administration and staff for the center for distance education who must be classified under the state personnel merit system. The administration of the center shall carry out the responsibilities in operating the center for distance education in the manner approved by the ~~state board for career and technical education~~ superintendent, under the supervision of the director of the department of career and technical education, and compliant with requirements established by the superintendent of ~~public instruction~~ and the education standards and practices board for public school administrators and teachers. The ~~state board for career and technical education~~ superintendent shall administer the responsibilities of the board of a school district relating to the center for distance education.

SECTION 6. AMENDMENT. Section 15-19-06 of the North Dakota Century Code is amended and reenacted as follows:

15-19-06. Special funds - Deposit of collections - Transfers from general fund appropriations.

1. A special operating fund for the center for distance education must be maintained within the state treasury and all income and fees collected by the center for distance education from any source must be remitted monthly by the ~~director~~ superintendent to the state treasurer and credited to the special operating fund. All expenditures from the fund must be within the limits of legislative appropriations and must be made upon vouchers, signed and approved by the director. Upon approval of the vouchers by the office of the budget, warrant-checks must be prepared by the office of management and budget.
2. The ~~state board for career and technical education~~ superintendent may establish an endowment and scholarship fund to provide financial grants to students enrolled in courses offered through the center for distance

education. The endowment and scholarship fund may consist only of those funds specifically appropriated by the legislative assembly and property received by the center for distance education as a gift, devise, or bequest. Any gift, devise, or bequest of property received by the center for distance education which is designated by the ~~state board for career and technical education~~ superintendent and donor for the endowment and scholarship fund must be deposited in the scholarship fund at the Bank of North Dakota. The center for distance education may draw on the endowment and scholarship fund for the award of endowments and scholarships within the limits and rules adopted by the ~~state board for career and technical education~~ superintendent.

SECTION 7. AMENDMENT. Section 15-19-08 of the North Dakota Century Code is amended and reenacted as follows:

15-19-08. Distance education support and services.

The amount of money appropriated by the legislative assembly for distance education support and services for a biennium, or so much thereof as may be necessary, must be expended first for work provided by distance education as determined by the center for distance education and approved by the ~~state board for career and technical education~~ superintendent.

SECTION 8. AMENDMENT. Section 15-20.1-03 of the North Dakota Century Code is amended and reenacted as follows:

15-20.1-03. Powers and duties of state board relating to career and technical education.

The state board shall have all authority necessary to cooperate with the United States department of education or other department or agency of the United States of America in the administration of acts of Congress relating to career and technical education, including the following powers and duties:

1. To administer any legislation enacted by the legislative assembly of this state pursuant to or in conformity with acts of Congress relating to career and technical education.
2. To administer the funds provided by the federal government and by this state for the promotion of career and technical education and to contract with:
 - a. Any public or private institution or agency, board of trustees of any agricultural and training school, or school district of this state; or
 - b. Any public or private institution or agency, or political subdivision, of another state.
3. To formulate plans for the promotion of career and technical education in such subjects as are an essential and integral part of the public school system of education in this state.
4. To provide for the preparation of teachers.
5. To fix the compensation of such officers and assistants as may be necessary to administer the federal acts and the provisions of this chapter relating to career and technical education and to pay the same and other necessary expenses of administration from any funds appropriated for such purpose.

6. To make studies and investigations relating to career and technical education.
7. To promote and aid in the establishment of schools, departments, or classes, and to cooperate with local communities in the maintenance of career and technical education schools, departments, or classes.
8. To prescribe the qualifications and provide for the certification of teachers, directors, and supervisors.
9. To cooperate with governing bodies of school districts and with organizations and communities in the maintenance of classes for the preparation of teachers, directors, and supervisors of career and technical education, to maintain classes for such purposes under its own direction and control, and to establish and control, by general regulations, the qualifications to be possessed by persons engaged in the training of career and technical education teachers.
10. To coordinate new and existing farm management programs offered by any state agency or entity.
11. To create and expand marketing clubs as adjuncts to new and existing farm management programs.
- ~~12. To administer and supervise the program and all activities of the center for distance education.~~

SECTION 9. AMENDMENT. Section 15.1-02-04 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-04. Superintendent of public instruction - Duties. (Effective through June 30, 2023)

The superintendent of public instruction:

1. Shall supervise the provision of elementary and secondary education to the students of this state.
2. Shall supervise the establishment and maintenance of schools and provide advice and counsel regarding the welfare of the schools.
3. Shall supervise the development of course content standards.
4. Shall supervise the assessment of students.
5. Shall serve as an ex officio member of the board of university and school lands.
6. Shall keep a complete record of all official acts and appeals.
7. As appropriate, shall determine the outcome of appeals regarding education matters.
8. Shall direct school district annexation, reorganization, and dissolution and employ and compensate personnel necessary to enable the state board of public school education to carry out its powers and duties regarding school district annexation, reorganization, and dissolution.
9. Shall facilitate a process to review and update annually the statewide prekindergarten through grade twelve education strategic vision. The process must include input and participation from a steering committee

that includes representatives of all state-level entities receiving state education funding and education stakeholder groups. Each steering committee member entity receiving state education funds shall provide components of the entity's strategic plan which are aligned to the statewide strategic vision. The steering committee shall prepare a collaborative report of the strategic plans of each committee member entity receiving state education funds. The superintendent shall provide the collaborative report and any updates to the strategic vision to the legislative management during each interim and to a joint meeting of the education standing committees during each regular legislative session.

10. Shall administer a student loan forgiveness program for individuals teaching at grade levels, in content areas, and in geographical locations identified as having a teacher shortage or critical need.
11. Shall facilitate the development and implementation of a North Dakota learning continuum in collaboration with the department of career and technical education, upon the recommendation of the kindergarten through grade twelve education coordination council.
12. Shall collaborate with workforce development stakeholders and the kindergarten through grade twelve education coordination council to determine how best to integrate computer science and cybersecurity into elementary, middle, and high school curriculum under sections 15.1-21-01 and 15.1-21-02. Before September 1, 2022, the superintendent shall provide a report to the legislative management regarding the outcome of this collaboration.
13. Shall administer and supervise the program and activities of the center for distance education.

Superintendent of public instruction - Duties. (Effective after June 30, 2023)

The superintendent of public instruction:

1. Shall supervise the provision of elementary and secondary education to the students of this state.
2. Shall supervise the establishment and maintenance of schools and provide advice and counsel regarding the welfare of the schools.
3. Shall supervise the development of course content standards.
4. Shall supervise the assessment of students.
5. Shall serve as an ex officio member of the board of university and school lands.
6. Shall keep a complete record of all official acts and appeals.
7. As appropriate, shall determine the outcome of appeals regarding education matters.
8. Shall direct school district annexation, reorganization, and dissolution and employ and compensate personnel necessary to enable the state board of public school education to carry out its powers and duties regarding school district annexation, reorganization, and dissolution.
9. Shall facilitate a process to review and update annually the statewide prekindergarten through grade twelve education strategic vision. The

process must include input and participation from a steering committee that includes representatives of all state-level entities receiving state education funding and education stakeholder groups. Each steering committee member entity receiving state education funds shall provide components of the entity's strategic plan which are aligned to the statewide strategic vision. The steering committee shall prepare a collaborative report of the strategic plans of each committee member entity receiving state education funds. The superintendent shall provide the collaborative report and any updates to the strategic vision to the legislative management during each interim and to a joint meeting of the education standing committees during each regular legislative session.

10. Shall facilitate the development and implementation of a North Dakota learning continuum in collaboration with the department of career and technical education, upon the recommendation of the kindergarten through grade twelve education coordination council.
11. Shall administer and supervise the program and activities of the center for distance education.

SECTION 10. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM. The amount of \$20,000,000 appropriated from federal funds derived from the state fiscal recovery fund for the statewide area career center initiative grant program in section 1 of chapter 548 of the 2021 Session Laws is not subject to section 54-44.1-11 and is available for the program during the biennium beginning July 1, 2023, and ending June 30, 2025."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1019 - Dept. of Career and Technical Education - House Action

| | Base Budget | House Changes | House Version |
|-------------------------------|--------------|---------------|---------------|
| Salaries and wages | \$4,643,906 | \$798,036 | \$5,441,942 |
| Operating expenses | 2,198,453 | 679,897 | 2,878,350 |
| Grants | 9,507,349 | 2,000,000 | 11,507,349 |
| Grants - secondary | 26,837,780 | 14,200,000 | 41,037,780 |
| Marketplace for kids | 300,000 | | 300,000 |
| STEM initiative | 100,000 | | 100,000 |
| Adult farm management | 1,706,138 | | 1,706,138 |
| Workforce training | 2,000,000 | | 2,000,000 |
| Center for distance education | 9,461,254 | (9,461,254) | |
| Total all funds | \$56,754,880 | \$8,216,679 | \$64,971,559 |
| Less estimated income | 15,019,817 | (530,418) | 14,489,399 |
| General fund | \$41,735,063 | \$8,747,097 | \$50,482,160 |
| FTE | 50.30 | (26.80) | 23.50 |

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

| | Adds Funding for the Cost to Continue Salaries ¹ | Adds Funding for Salary and Benefit Increases ² | Adjusts Base Level Funding ³ | Adds Funding for Program Supervisor Positions ⁴ | Adds Funding for a New Capitol Rent Model ⁵ | Adds Funding for Cost to Continue Reimbursement Rates ⁶ |
|-------------------------------|---|--|---|--|--|--|
| Salaries and wages | \$66,188 | \$365,738 | (\$28,764) | \$394,874 | | |
| Operating expenses | | | 500,000 | | \$179,897 | |
| Grants | | | 2,000,000 | | | |
| Grants - secondary | | | | | | \$4,000,000 |
| Marketplace for kids | | | | | | |
| STEM initiative | | | | | | |
| Adult farm management | | | | | | |
| Workforce training | | | | | | |
| Center for distance education | | | | | | |
| Total all funds | \$66,188 | \$365,738 | \$2,471,236 | \$394,874 | \$179,897 | \$4,000,000 |
| Less estimated income | 156 | 48,190 | 2,471,236 | 0 | 0 | 0 |
| General fund | \$66,032 | \$317,548 | \$0 | \$394,874 | \$179,897 | \$4,000,000 |
| FTE | 0.00 | 0.00 | 0.00 | 2.00 | 0.00 | 0.00 |

| | Adds Funding for New and Expanding Secondary Programs ⁷ | Adds Funding for Grants for School District Career Advisors ⁸ | Adds Funding for Work-Based Learning Coordinators ⁹ | Adds Funding for Emerging Technology Grants ¹⁰ | Removes Funding for the Center for Distance Education ¹¹ | Total House Changes |
|-------------------------------|--|--|--|---|---|---------------------|
| Salaries and wages | | | | | | \$798,036 |
| Operating expenses | | | | | | 679,897 |
| Grants | | | | | | 2,000,000 |
| Grants - secondary | \$8,000,000 | \$500,000 | \$1,500,000 | \$200,000 | | 14,200,000 |
| Marketplace for kids | | | | | | |
| STEM initiative | | | | | | |
| Adult farm management | | | | | | |
| Workforce training | | | | | | |
| Center for distance education | | | | | (\$9,461,254) | (9,461,254) |
| Total all funds | \$8,000,000 | \$500,000 | \$1,500,000 | \$200,000 | (\$9,461,254) | \$8,216,679 |
| Less estimated income | 0 | 0 | 0 | 0 | (3,050,000) | (530,418) |
| General fund | \$8,000,000 | \$500,000 | \$1,500,000 | \$200,000 | (\$6,411,254) | \$8,747,097 |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | (28.80) | (26.80) |

¹ Funding is added for the cost-to-continue salary increases.

² The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

| | General Fund | Other Funds | Total |
|---------------------------|--------------|-------------|-----------|
| Salary increase | \$224,706 | \$32,667 | \$257,373 |
| Health insurance increase | 92,842 | 15,523 | 108,365 |
| Total | \$317,548 | \$48,190 | \$365,738 |

³ Base level funding is adjusted as follows:

| | Federal Funds |
|--|---------------|
| Reduces funding for salaries due to staff retirements | (\$28,764) |
| Adds funding for the RUREady career resource network | 500,000 |
| Adds Carl D. Perkins funding for secondary school grants to provide total federal funding of \$11,507,349 for grants | 2,000,000 |
| Total | \$2,471,236 |

⁴ Funding of \$394,874 is added from the general fund for salaries and wages for 2 FTE program supervisor positions.

⁵ Funding of \$179,897 is added from the general fund for a new Capitol space rent model.

⁶ 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).

⁷ Funding of \$8 million from the general fund is added for new and expanding secondary career and technical education programs.

⁸ Funding of \$500,000 from the general fund is added for grants to school districts to hire career advisors.

⁹ Funding of \$1.5 million from the general fund is added for grants to school districts for work-based learning coordinators.

¹⁰ Funding of \$200,000 is added for the emerging technology grant program to provide a total of \$1,175,400 from the general fund.

¹¹ Funding of \$9,461,254 for the Center for Distance Education is removed, including \$6,411,254 from the general fund and \$3,050,000 from the independent study operating fund.

This amendment also:

- Adds seven sections to amend North Dakota Century Code to require the Center for Distance Education to report to the Department of Public Instruction rather than the Department of Career and Technical Education.
- Adds a section to provide the Department of Career and Technical Education an exemption to continue funding appropriated from the federal State Fiscal Recovery Fund for career academies during the 2021-23 biennium into the 2023-25 biennium.

2023 SENATE APPROPRIATIONS

HB 1019

Department 270 - Department of Career and Technical Education
House Bill No. 1019

First Chamber Comparison to Base Level

| | General Fund | Other Funds | Total |
|-------------------------------|---------------------|--------------------|--------------|
| 2023-25 First Chamber Version | \$50,482,160 | \$14,489,399 | \$64,971,559 |
| 2023-25 Base Level | 41,735,063 | 15,019,817 | 56,754,880 |
| Increase (Decrease) | \$8,747,097 | (\$530,418) | \$8,216,679 |

First Chamber Changes

A summary of the first chamber's changes to the agency's base level appropriations and the executive budget is attached as an appendix.

Selected Bill Sections Included in the First Chamber Version

Transfer of the Center for Distance Education - Sections 3 through 9 provide the statutory changes necessary to transfer supervisory authority of the Center for Distance Education (CDE) from the Department of Career and Technical Education to the Department of Public Instruction.

Exemption - State Fiscal Recovery Fund - Section 10 provides the Department of Career and Technical Education an exemption to continue \$20 million from the federal State Fiscal Recovery Fund appropriated during the November 2021 special legislative session into the 2023-25 biennium.

Continuing Appropriations

There are no continuing appropriations for this agency.

Deficiency Appropriations

There are no deficiency appropriations for this agency.

Significant Audit Findings

The operational audit for the Department of Career and Technical Education conducted by the State Auditor's office for the period ending June 30, 2021, identified the following audit finding:

Noncompliance with appropriations laws - The report states CDE, which reports to the Department of Career and Technical Education, overspent its 2019-21 biennium appropriation authority by \$121,255. Of this amount, \$120,000 was for online learning curriculum purchased from a vendor. The Center for Distance Education pays for the curriculum materials on an annual basis and in an effort to receive a discounted price for the materials for the 1st year of the 2021-23 biennium, payment of \$120,000 was issued prior to June 30, 2021, resulting in CDE overspending its 2019-21 biennium appropriation authority.

The department indicated their fiscal office will implement oversight of CDE's budget and appropriation spending to ensure compliance with appropriation limits and the Director of the CDE will discuss major decisions with the department director prior to implementation.

Major Related Legislation

House Bill No. 1156 - This bill authorizes CDE to enter an agreement with a regionally accredited postsecondary institution to provide high school and postsecondary credit for the completion of an academic course.

House Bill No. 1199 - This bill appropriates \$68,276,228 from a Bank of North Dakota line of credit to the Department of Career and Technical Education for the purpose of providing grants to entities approved by the State Board for Career and Technical Education to building career academies through the statewide area and career center initiative grant program. The bill also appropriates one-time funding of \$2 million from the general fund to the Department of Career and Technical Education for the purpose of paying accrued interest on a Bank of North Dakota line of credit used for the statewide area and career center initiative grant program. An exemption is provided to allow the Department of Career and Technical Education to continue funding appropriated by the 2021 Legislative Assembly from the federal Coronavirus Capital Projects Fund for the statewide area and career center initiative grant program for the 2021-23 biennium into the 2023-25 biennium. The bill allows the Department of Career and Technical Education to award funding for a career academy project to foundations working with school districts on the project.

House Bill No. 1232 - This bill provides a one-time \$500,000 appropriation from the federal State Fiscal Recovery Fund to the Department of Career and Technical Education for the purpose of purchasing career exploration virtual reality software capable of integrating with the RUREady career resource network.

House Bill No. 1519 - This bill provides a one-time appropriation of \$250,000 from the federal State Fiscal Recovery Fund to the Department of Career and Technical Education for uncrewed aircraft system, autonomous vehicle, or other autonomous technology grants to a workforce training center serving the Northwest area of the state. The department may require \$1 of matching funds from the applicant for every \$4 provided by the department.

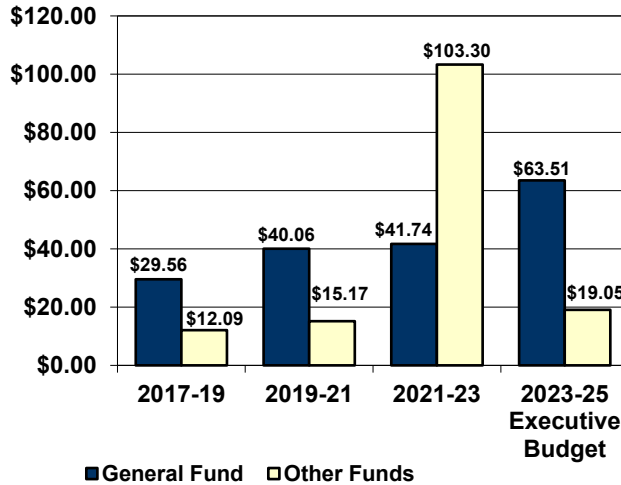
Senate Bill No. 2122 - This bill provides for a Legislative Management study of the workforce training center funding distribution model. The study must include the funding distribution model, statewide integration and alignment across workforce training centers, and awarding college credit for workforce training center-offered training.

Senate Bill No. 2269 - This bill provides the statutory changes necessary to transfer supervisory authority of CDE from the Department of Career and Technical Education to the Department of Public Instruction.

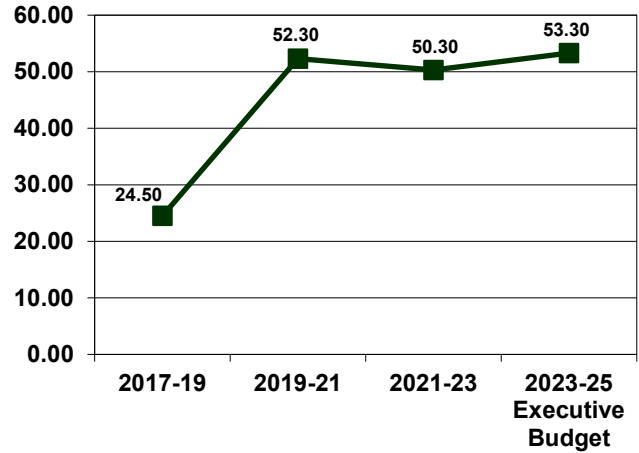
Historical Appropriations Information

Agency Appropriations and FTE Positions

Agency Funding (Millions)



FTE Positions



Ongoing General Fund Appropriations

| | 2015-17 | 2017-19 | 2019-21 | 2021-23 | 2023-25 Executive Budget |
|---|--------------|---------------|--------------|--------------|--------------------------|
| Ongoing general fund appropriations | \$31,698,298 | \$29,306,283 | \$40,064,988 | \$41,735,063 | \$63,507,771 |
| Increase (decrease) from previous biennium | N/A | (\$2,392,015) | \$10,758,705 | \$1,670,075 | \$21,772,708 |
| Percentage increase (decrease) from previous biennium | N/A | (7.5%) | 36.7% | 4.2% | 52.2% |
| Cumulative percentage increase (decrease) from 2015-17 biennium | N/A | (7.5%) | 26.4% | 31.7% | 100.4% |

Major Increases (Decreases) in Ongoing General Fund Appropriations

2017-19 Biennium

- 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)
- Restored salaries and wages funding from the general fund removed as part of the August 2016 budget reductions \$168,618
- Adjusted funding for postsecondary grants, including a \$290,500 transfer from the postsecondary grants line item to the grants line item for science, technology, engineering, and mathematics (STEM) grants related to K-12 education (\$364,906)
- Adjusted funding for adult farm management grants (\$80,616)
- Adjusted funding for workforce training grants to provide total funding of \$2 million from the general fund (\$803,500)
- 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)
- 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

- Removed 1 FTE assistant program supervisor position (\$159,737)
- Added 28.80 FTE positions and related operating expenses for 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 (Executive Budget Recommendation)

- 1. Adds funding for 2 FTE program supervisor positions \$394,874
- 2. Adds funding for cost to continue career and technical education reimbursement rates of 27 percent for schools and 40 percent for area career and technical centers \$4,000,000
- 3. Adds funding for new and expanding secondary career and technical education programs \$10,000,000
- 4. Adds funding for grants for school district career advisors to assist students with career exploration. This would fund approximately 90 career advisors across the state. \$3,000,000
- 5. Adds funding for grants to schools for work-based learning coordinators. This would fund approximately 16 coordinators across the state, primarily located at area career and technical centers. \$3,000,000
- 6. Adds funding for 1 FTE CDE teacher position \$176,554

One-Time General Fund Appropriations

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

Major One-Time General Fund Appropriations

2017-19 Biennium

- Marketplace for Kids program \$250,000

2019-21 Biennium

- None \$0

2021-23 Biennium

- None \$0

2023-25 Biennium (Executive Budget Recommendation)

- None \$0

Department of Career and Technical Education - Budget No. 270
House Bill No. 1019
Base Level Funding Changes

| | Executive Budget Recommendation | | | | House Version | | | |
|--|---------------------------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|
| | FTE Positions | General Fund | Other Funds | Total | FTE Positions | General Fund | Other Funds | Total |
| 2023-25 Biennium Base Level | 50.30 | \$41,735,063 | \$15,019,817 | \$56,754,880 | 50.30 | \$41,735,063 | \$15,019,817 | \$56,754,880 |
| 2023-25 Ongoing Funding Changes | | | | | | | | |
| Adds funding for the cost to continue salary increases | | \$79,132 | \$156 | \$79,288 | | \$66,032 | \$156 | \$66,188 |
| Salary increase | | 689,963 | 43,631 | 733,594 | | 224,706 | 32,667 | 257,373 |
| Health insurance increase | | 252,288 | 15,174 | 267,462 | | 92,842 | 15,523 | 108,365 |
| Reduces federal funding for salaries due to staff retirements | | | (28,764) | (28,764) | | | (28,764) | (28,764) |
| Adds funding for FTE program supervisor positions | 2.00 | 394,874 | | 394,874 | 2.00 | 394,874 | | 394,874 |
| Adds funding for a new Capitol space rent model | | 179,897 | | 179,897 | | 179,897 | | 179,897 |
| Adds federal funding for the RUReady career resource network | | | 500,000 | 500,000 | | | 500,000 | 500,000 |
| Adds federal funding for secondary school grants | | | 2,000,000 | 2,000,000 | | | 2,000,000 | 2,000,000 |
| Adds funding for cost to continue career and technical education reimbursement rates | | 4,000,000 | | 4,000,000 | | 4,000,000 | | 4,000,000 |
| Adds funding for new and expanding secondary career and technical education programs | | 10,000,000 | | 10,000,000 | | 8,000,000 | | 8,000,000 |
| Adds funding for grants for school district career advisors | | 3,000,000 | | 3,000,000 | | 500,000 | | 500,000 |
| Adds funding for grants to schools for work-based learning coordinators | | 3,000,000 | | 3,000,000 | | 1,500,000 | | 1,500,000 |
| Adds funding for emerging technology grants | | | | 0 | | 200,000 | | 200,000 |
| Adds funding for an FTE CDE teacher position | 1.00 | 176,554 | | 176,554 | | | | 0 |
| Adds funding for CDE teacher salaries and operating expenses | | | 1,500,000 | 1,500,000 | | | | 0 |
| Removes funding for CDE | | | | 0 | (28.80) | (6,411,254) | (3,050,000) | (9,461,254) |
| Total ongoing funding changes | 3.00 | \$21,772,708 | \$4,030,197 | \$25,802,905 | (26.80) | \$8,747,097 | (\$530,418) | \$8,216,679 |
| One-Time Funding Items | | | | \$0 | | | | \$0 |
| No one-time funding items | | | | \$0 | | | | \$0 |
| Total one-time funding changes | 0.00 | \$0 | \$0 | \$0 | 0.00 | \$0 | \$0 | \$0 |
| Total Changes to Base Level Funding | 3.00 | \$21,772,708 | \$4,030,197 | \$25,802,905 | (26.80) | \$8,747,097 | (\$530,418) | \$8,216,679 |
| 2023-25 Total Funding | 53.30 | \$63,507,771 | \$19,050,014 | \$82,557,785 | 23.50 | \$50,482,160 | \$14,489,399 | \$64,971,559 |
| <i>Federal funds included in other funds</i> | | | \$14,345,040 | | | | \$14,334,425 | |
| <i>Total ongoing changes as a percentage of base level</i> | 6.0% | 52.2% | 26.8% | 45.5% | (53.3%) | 21.0% | (3.5%) | 14.5% |
| <i>Total changes as a percentage of base level</i> | 6.0% | 52.2% | 26.8% | 45.5% | (53.3%) | 21.0% | (3.5%) | 14.5% |

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

| | Executive Budget Recommendation | House Version |
|---|---|---|
| Transfer of the Center for Distance Education | | Sections 3 through 9 provide the statutory changes necessary to transfer supervisory authority of CDE from the Department of Career and Technical Education to the Department of Public Instruction. |
| Exemption - State Fiscal Recovery Fund | Section 4 would provide the Department of Career and Technical Education an exemption to continue \$68,276,228 from the Coronavirus Capital Projects Fund and \$20,000,000 from the federal State Fiscal Recovery Fund appropriated during the November 2021 special legislative session into the 2023-25 biennium. | Section 10 provides the Department of Career and Technical Education an exemption to continue \$20 million from the federal State Fiscal Recovery Fund appropriated during the November 2021 special legislative session into the 2023-25 biennium. |

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

Executive Budget Recommendation

House Version

Bank of North Dakota line of credit

Section 2 would require the Bank of North Dakota to extend a \$108,276,228 line of credit to the Department of Career and Technical Education to provide funding to local communities for the construction of career centers. The department would be required to repay the line of credit from funding appropriated from the federal Coronavirus Capital Projects Fund (\$68,276,228) and funding made available by the 2025 Legislative Assembly through a deficiency appropriation (\$40,000,000). Section 5 would declare Section 2 an emergency measure.

Line item transfers

Section 3 would allow the Director of the Office of Management and Budget to transfer funds between line items in Section 1 as requested by the Director of the Department of Career and Technical Education.

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Human Resources Division Roughrider Room, State Capitol

HB1019
3/15/2023

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

2:56 PM Chairman Dever called the public hearing to order. Members present: Senators Dever, Davison, Burckhard, Mathern, Kreun.

Discussion Topics:

- ND Century Code
- Career & Technical Education mission
- Workforce Council alignment
- PK12 Strategic Vision
- Organizational chart
- Work-based learning module
- CTE Capital projects grant
- CTE concentrators
- Farm management Education
- ND STEM ecosystem
- E-sports
- STEM Expo sponsorship
- Asset map
- Marketplace for Kids
- Goals & opportunities
- Partnership incentivization
- Program Reimbursement transition
- Expansion of WBL opportunities
- Base budget comparisons
- Bills with impact
- Grant requests
- Capital projects
- Budget request
- TRAIN ND, collaborative Network
- History of TrainND
- Four regional facilities
- Workforce
- Workforce training & development
- Industry, healthcare, and energy training
- Apprenticeships
- Annual Numbers & highlights
- World-class opportunities
- Inflation

- New buildings
- Construction costs
- Training for incumbent workers
- Customized skills-specific training
- CTE workforce returns
- CTE model in K12
- Funding tension
- Career Academy growth
- Carl Perkins Dollars
- Industry input & matching

2:56 PM Wayde Sick, State Director, Department of Career and Technical Education, testified in favor. Testimony #24200, pp 1-12, 24201, 24202, 24203.

3:56 PM Dr Alyssa Martin, Director, ND Center for Distance Education, yielded her time for other #25142, 25143, 25144, 25145.

4:00 PM Sara Vollmer, Dean, Continuing Education, & Train ND statewide, testified in favor. Testimony #24200, pp 13-27.

4:17 PM Aaron Anderson, Career & Technical Education Director, & Southwest Area CTE Academy, Testified in favor. Testimony #25020.

4:20 PM Dr Doug Darling, President, Lake Region State College, Devil's Lake, testified in favor. (no written testimony).

4:24 PM Steve Holen, Superintendent, McKenzie County Public Schools, & Bakken Area Skills Center, testified in favor. Testimony #25221

4:30 PM Jeff Fastnacht, Assistant Superintendent, Mandan Public Schools Supt Schools. Testimony #24926.

4:33 PM Dale Hoerauf, Director of Career Academy, Bismarck Public Schools, testified in favor. Testimony #25018.

4:45 PM Mike Hanson, Director, North Valley Career & Technology Center, testified online in favor. Testimony #25029.

4:48 PM Dan Spellerberg, Career & Technical Education Director, Southeast Region Career & Technical College, testified online in favor. Testimony # 25236, 25237.

Additional written testimony:

Bryce Johnson, Chief Executive Officer, Home Builders Association of Fargo-Moorhead in favor #24911.

Bernie Dardis, Mayor, City of West Fargo in favor #24962.

Lyle Krueger, Assistant Director, Central Regional Area Career and Technical Center in favor #23631.

Denise Jonas, Director of Career and Technical Education, West Fargo Public Schools in favor #24984, 24985, 24986.

Kim Nelson, Executive Director, North Dakota State College of Science Foundation in favor #24987.

Andrea Pfennig, Director of Government Affairs, Greater North Dakota Chamber in favor #25045.

Shannon Full, President and Chief Executive Officer, Fargo Moorhead West Fargo Chamber of Commerce in favor #25067.

Pam Stroklund, Career and Technical Education Director, Minot Public Schools in favor #25085.

4:52 PM Chairman Dever adjourned the meeting.

Susan Huntington, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Human Resources Division Roughrider Room, State Capitol

HB 1019
3/16/2023

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

10:56 AM Chairman Dever opened the meeting. Members present: Senators Dever, Mathern, Davison, Burckhard, and Kreun.

Discussion Topics:

- Inflation
- Buildings & workforce
- Grant wording
- Federal guidelines
- Fund flexibility
- Secondary grants
- Long-term program sustenance
- Initiated statewide projects
- Satellite facilities
- Amendment
- Funding
- Train ND

10:57 AM Senator Davison provided information.

11:57 AM Senator Kreun, provided additional information verbally.

11:19 AM Wayde Sick, Director, Career & Technology Education, clarified points and answered questions verbally.

11:42 AM Chairman Dever adjourned the meeting.

Susan Huntington, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Human Resources Division Roughrider Room, State Capitol

HB 1019
3/20/2023

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

9:12 AM Chairman Dever opened the meeting. Members present: Senators Dever, Mathern, Davison, Burckhard, and Kreun.

Discussion Topics:

- Budget

9:12 AM Senator Davison provided information. No written testimony.

9:15 AM Chairman Dever closed the meeting.

Susan Huntington, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Human Resources Division Roughrider Room, State Capitol

HB 1019
3/23/2023

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

9:11 AM Chairman Dever called the meeting to order. Members present: Senators Dever, Davison, Burckhard, Mathern, Kreun.

Discussion Topics:

- Future bills
- Career & Technical Education
- Budget changes
- Salaries & insurance
- More employees
- RUPReady network
- Reimbursement rates
- Carl Perkins grant money
- Funding v spending authority
- Career Academies
- New & expanding secondary grants
- Workforce training
- Minot Academy buildings
- Varying rate increases
- Career advisors
- Workbase learning program
- Hazardous occupations
- Statutory changes for transfers
- ARPA funds
- Transfer authority permission
- 20-30% Inflationary increases
- Equipment & construction costs
- Inflation factor for grant
- Supply issues
- Raised revenue predictions
- Systemic use employees

9:11 AM General discussion.

9:18 AM Levi Kinnitschke, fiscal analyst, Legislative Council, reviewed longsheet, budget no.270, on HB 1019. Testimony #26448

9:22 AM Wayde Sick, Director, ND Career and Technical Education, answered questions.

10:37 AM Recess

11:03 AM Senator Dever reconvened the meeting.

11:03 AM Budget review & committee discussion continued.

11:19 AM Chairman Dever adjourned the meeting.

Susan Huntington, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Human Resources Division Roughrider Room, State Capitol

HB 1019
3/27/2023

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

8:53 AM Chairman Dever called the meeting to order. Members present: Senators Dever, Davison, Burckhard, Mathern, Kreun.

Discussion Topics:

- CTE budget
- Template language for amendments
- Statutory language removal
- Matching funds
- Funds for career projects
- Distribution based on need
- Inflationary factors
- Budget balancing
- Ideas & answers
- Building completions
- Cuts & communication
- Solutions
- General fund loans

8:53 AM General discussion.

8:56 AM Levi Kinnitschke, fiscal analyst with Legislative Council, provided information. No written testimony.

9:09 AM Chairman Dever closed the meeting.

Susan Huntington, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Human Resources Division Roughrider Room, State Capitol

HB 1019
4/5/2023

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

9:29 AM Chairman Dever opened the meeting. Members present: Senators Dever, Mathern, Davison, Burckhard, and Kreun.

Discussion Topics:

- Funding source
- Committee action

9:29 AM Levi Kinnitschke reviewed long sheet, testimony # 27299.

9:44 AM Wayde Sick, Director, Carer and Technology Education, answered questions from the committee, no written testimony.

9:53 AM Sen Davison moved to adopt amendment LC 23.0248.02001.

Senator Mathern seconded the motion.

10:00 AM Roll call vote.

| Senators | Vote |
|----------------------------|------|
| Senator Dick Dever | Y |
| Senator Randy A. Burckhard | Y |
| Senator Kyle Davison | Y |
| Senator Curt Kreun | Y |
| Senator Tim Mathern | Y |

Motion passed 5-0-0

10:02 AM Senator Davison moved DO PASS AS AMENDED.

Senator Mathern seconded the motion.

10:02 AM Roll call vote.

| Senators | Vote |
|----------------------------|------|
| Senator Dick Dever | Y |
| Senator Randy A. Burckhard | Y |
| Senator Kyle Davison | Y |
| Senator Curt Kreun | Y |
| Senator Tim Mathern | Y |

Motion passed 5-0-0.

Senator Davison will carry this bill to the full committee.

10:03 Chairman Dever closed the meeting.

Susan Huntington, Committee Clerk

NOTE: The Appropriations Human Resource Division reconsidered actions on April 6, 2023 at 10:07 AM.

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations - Human Resources Roughrider Room, State Capitol

HB 1019
4/6/2023

| |
|--|
| A bill for an act to provide an appropriation for defraying the expenses of the Department of Career and Technical education |
|--|

10:07 AM Chairman Dever called the meeting to order. Members present: Senators Dever, Davison, Burckhard, Mathern, Kreun.

Discussion Topics:

- Salaries and benefits
- New and vacant FTE (full-time employee) pool
- Career academy equipment
- Workforce training
- Funding formula
- Amendment
- Committee action

10:13 AM Levi Kinnitschke, Legislative Council, reviewed amendment language, testimony # 27623.

10:14 AM Senator Davison moved to re-consider action taken on this bill from April 5, 2023. Senator Kreun seconded the motion.

| Senators | Vote |
|----------------------------|------|
| Senator Dick Dever | Y |
| Senator Randy A. Burckhard | Y |
| Senator Kyle Davison | Y |
| Senator Curt Kreun | Y |
| Senator Tim Mathern | Y |

Motion carried 5-0-0.

10:15 AM Senator Davison moved to further amend with intent language to break out an additional \$500,000 on a percentage basis on each region by their FTE's, testimony # 27623.

Senator Kreun seconded the motion.

| Senators | Vote |
|----------------------------|------|
| Senator Dick Dever | Y |
| Senator Randy A. Burckhard | Y |
| Senator Kyle Davison | Y |
| Senator Curt Kreun | Y |
| Senator Tim Mathern | Y |

Motion carried 5-0-0.

10:16 AM Senator Davison moved DO PASS AS AMENDED.
Senator Kreun seconded the motion.

| Senators | Vote |
|----------------------------|-------------|
| Senator Dick Dever | Y |
| Senator Randy A. Burckhard | Y |
| Senator Kyle Davison | Y |
| Senator Curt Kreun | Y |
| Senator Tim Mathern | Y |

Motion carried 5-0-0.

Senator Davison will carry this bill to the full committee.

10:16 AM Chairman Dever adjourned the meeting.

Susan Huntington, Committee Clerk

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee Roughrider Room, State Capitol

HB 1019
4/7/2023

A BILL for an Act to provide an appropriation for defraying the expenses of the department of career and technical education; relating to the administration of the center for distance education; and to provide an exemption.

8:07AM Chairman Bekkedahl opened the hearing on HB 1019.

Members present: Senators Bekkedahl, Krebsbach, Burckhard, Davison, Dever, Dwyer, Erbele, Kreun, Meyer, Roers, Schaible, Sorvaag, Wanzek, Rust, and Mathern.

Members absent: Senator Vedaa

Discussion Topics:

- Career and technical education
- Distance education
- Grant matches for inflation
- Committee action

8:09 AM Senator Davison introduced amendment LC 23.0248.02002, testimony #27371.

8:26 AM Wade Sick, State Director North Dakota Department of Career and Technical Education, answered questions from the committee, no written testimony.

8:35 AM Recess

9:12 AM Senator Davison introduced amendment LC 23.0248.02003 (#27603).

9:12 AM Senator Davison moved to adopt AMENDMENT 23.0248.02003.
Senator Burckhard seconded the motion.

| Senators | Vote |
|----------------------------|-------------|
| Senator Brad Bekkedahl | Y |
| Senator Karen K. Krebsbach | Y |
| Senator Randy A. Burckhard | Y |
| Senator Kyle Davison | Y |
| Senator Dick Dever | Y |
| Senator Michael Dwyer | Y |
| Senator Robert Erbele | Y |
| Senator Curt Kreun | Y |
| Senator Tim Mathern | Y |
| Senator Scott Meyer | Y |
| Senator Jim P. Roers | Y |
| Senator David S. Rust | Y |
| Senator Donald Schaible | Y |
| Senator Ronald Sorvaag | Y |
| Senator Shawn Vedaa | AB |
| Senator Terry M. Wanzek | Y |

Motion passed 15-0-1.

9:15 AM Senator Davison moved DO PASS AS AMENDED.
Senator Burckhard seconded the motion.

| Senators | Vote |
|----------------------------|-------------|
| Senator Brad Bekkedahl | Y |
| Senator Karen K. Krebsbach | Y |
| Senator Randy A. Burckhard | Y |
| Senator Kyle Davison | Y |
| Senator Dick Dever | Y |
| Senator Michael Dwyer | Y |
| Senator Robert Erbele | Y |
| Senator Curt Kreun | Y |
| Senator Tim Mathern | Y |
| Senator Scott Meyer | Y |
| Senator Jim P. Roers | Y |
| Senator David S. Rust | Y |
| Senator Donald Schaible | Y |
| Senator Ronald Sorvaag | Y |
| Senator Shawn Vedaa | AB |
| Senator Terry M. Wanzek | Y |

The motion passed 15-0-1.

Senator Davison will carry the bill.

9:16 AM Chairman Bekkedahl closed the hearing.

Kathleen Hall, Committee Clerk

JA
4-7-23

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1019

Page 1, line 2, remove "to amend and reenact sections 15-19-00.1, 15-19-01, 15-19-02,"

Page 1, remove line 3

Page 1, line 4, remove "the administration of the center for distance education; and"

Page 1, line 4, after "exemption" insert "; and to provide for a report"

Page 1, replace line 14 with:

| | | | |
|---------------------|-------------|-----------|--------------|
| "Salaries and wages | \$4,643,906 | \$316,835 | \$4,960,741" |
|---------------------|-------------|-----------|--------------|

Page 1, replace line 17 with:

| | | | |
|---------------------|------------|------------|-------------|
| "Grants - secondary | 26,837,780 | 18,200,000 | 45,037,780" |
|---------------------|------------|------------|-------------|

Page 1, replace line 22 with:

| | | | |
|---------------------|-----------|---------|------------|
| "Workforce training | 2,000,000 | 500,000 | 2,500,000" |
|---------------------|-----------|---------|------------|

Page 1, remove line 24

Page 2, replace lines 1 through 3 with:

| | | | |
|--|-------------------|-------------------|-------------------|
| "Statewide area career center initiative grant program | <u>0</u> | <u>26,500,000</u> | <u>26,500,000</u> |
| Total all funds | \$56,754,880 | \$38,735,478 | \$95,490,358 |
| Less estimated income | <u>15,019,817</u> | <u>25,961,303</u> | <u>40,981,120</u> |
| Total general fund | \$41,735,063 | \$12,774,175 | \$54,509,238 |
| Full-time equivalent positions | 50.30 | (28.80) | 21.50" |

Page 2, line 4, after "FUNDING" insert "- EFFECT ON BASE BUDGET - REPORT TO SIXTY-NINTH LEGISLATIVE ASSEMBLY"

Page 2, line 5, after "biennium" insert "and the one-time funding items included in the appropriation in section 1 of this Act"

Page 2, replace lines 7 through 10 with:

| | | |
|--|---------------------|---------------------|
| "Statewide area career center initiative grant program | <u>\$88,276,228</u> | <u>\$26,500,000</u> |
| Total other funds | <u>\$88,276,228</u> | <u>\$26,500,000</u> |

The 2023 25 biennium one-time funding amounts are not part of the entity's base budget for the 2025-27 biennium. The department of career and technical education shall report to the appropriations committees of the sixty-ninth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 2, remove lines 11 through 31

Page 3, remove lines 1 through 31

Page 4, remove lines 1 through 30

2A
4-7-23

Page 5, remove lines 1 through 30

Page 6, remove lines 1 through 31

Page 7, remove lines 1 through 30

Page 8, replace lines 1 through 21 with:

"SECTION 3. ESTIMATED INCOME - FEDERAL CORONAVIRUS CAPITAL PROJECTS FUND - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - LEGISLATIVE MANAGEMENT REPORT. The estimated income line item in section 1 of this Act includes the sum of \$26,500,000 from the federal coronavirus capital projects fund for the purpose of defraying inflationary costs of existing projects approved under the statewide area career center initiative grant program during the 2021-23 biennium. The department of career and technical education must distribute the funding to existing career academy projects proportionally based on funding allocations provided to each project during the 2021-23 biennium. If funding approved in this section is provided for a career academy project and the funding becomes uncommitted during the 2023-25 biennium, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025. The department of career and technical education shall report to the legislative management during the 2023-24 interim and to the appropriations committees of the sixty-ninth legislative assembly regarding the amount of inflationary funding provided for each project and the construction status of each project."

Page 8, line 25, after "2021" insert "Special Session"

Page 8, after line 26, insert:

"SECTION 5. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - UNCOMMITTED FUNDS. Notwithstanding section 1 of chapter 548 of the 2021 Special Session Session Laws, if funding approved for a career academy project under the statewide area career center initiative grant program becomes uncommitted after December 31, 2022, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025."

SECTION 6. 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 |

Renumber accordingly

21
4-7-23

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1019 - Dept. of Career and Technical Education - Senate Action

| | Base Budget | House Version | Senate Changes | Senate Version |
|-------------------------------------|---------------------|---------------------|---------------------|---------------------|
| Salaries and wages | \$4,643,906 | \$5,441,942 | (\$481,201) | \$4,960,741 |
| Operating expenses | 2,198,453 | 2,878,350 | | 2,878,350 |
| Grants | 9,507,349 | 11,507,349 | | 11,507,349 |
| Grants - secondary | 26,837,780 | 41,037,780 | 4,000,000 | 45,037,780 |
| Marketplace for kids | 300,000 | 300,000 | | 300,000 |
| STEM initiative | 100,000 | 100,000 | | 100,000 |
| Adult farm management | 1,706,138 | 1,706,138 | | 1,706,138 |
| Workforce training | 2,000,000 | 2,000,000 | 500,000 | 2,500,000 |
| Center for distance education | 9,461,254 | | | |
| Statewide area career center grants | | | 26,500,000 | 26,500,000 |
| Total all funds | \$56,754,880 | \$64,971,559 | \$30,518,799 | \$95,490,358 |
| Less estimated income | 15,019,817 | 14,489,399 | 26,491,721 | 40,981,120 |
| General fund | \$41,735,063 | \$50,482,160 | \$4,027,078 | \$54,509,238 |
| FTE | 50.30 | 23.50 | (2.00) | 21.50 |

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

| | Adjusts Funding for Salary and Benefit Increases ¹ | Removes FTE Positions ² | Removes Salary Funding for Funding Pool ³ | Adds Funding for New and Expanding Secondary Programs ⁴ | Adjusts Funding for Career Advisors and Coordinators ⁵ | Adds Funding for Workforce Training Grants ⁶ |
|-------------------------------------|---|------------------------------------|--|--|---|---|
| Salaries and wages | \$62,525 | (\$394,874) | (\$148,852) | | | |
| Operating expenses | | | | | | |
| Grants | | | | | | |
| Grants - secondary | | | | \$4,000,000 | | |
| Marketplace for kids | | | | | | |
| STEM initiative | | | | | | |
| Adult farm management | | | | | | |
| Workforce training | | | | | | \$500,000 |
| Center for distance education | | | | | | |
| Statewide area career center grants | | | | | | |
| Total all funds | \$62,525 | (\$394,874) | (\$148,852) | \$4,000,000 | \$0 | \$500,000 |
| Less estimated income | 10,615 | 0 | (18,894) | 0 | 0 | 0 |
| General fund | \$51,910 | (\$394,874) | (\$129,958) | \$4,000,000 | \$0 | \$500,000 |
| FTE | 0.00 | (2.00) | 0.00 | 0.00 | 0.00 | 0.00 |

| | Adds One-Time Funding for Career Academies ⁷ | Total Senate Changes |
|-------------------------------------|---|----------------------|
| Salaries and wages | | (\$481,201) |
| Operating expenses | | |
| Grants | | |
| Grants - secondary | | 4,000,000 |
| Marketplace for kids | | |
| STEM initiative | | |
| Adult farm management | | |
| Workforce training | | 500,000 |
| Center for distance education | | |
| Statewide area career center grants | \$26,500,000 | 26,500,000 |
| Total all funds | \$26,500,000 | \$30,518,799 |
| Less estimated income | 26,500,000 | 26,491,721 |
| General fund | \$0 | \$4,027,078 |
| FTE | 0.00 | (2.00) |

JA
4-7-23

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

| | <u>General Fund</u> | <u>Other Funds</u> | <u>Total</u> |
|---------------------------|-------------------------|------------------------|-----------------|
| Salary increase | \$62,196 | \$10,964 | \$73,160 |
| Health insurance increase | <u>(10,286)</u> | <u>(349)</u> | <u>(10,635)</u> |
| Total | \$51,910 | \$10,615 | \$62,525 |

The House provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding of \$394,874 from the general fund for 2 FTE program supervisor positions that were added by the House are removed by the Senate.

³ Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

| | <u>General Fund</u> | <u>Other Funds</u> | <u>Total</u> |
|----------------------|-------------------------|------------------------|------------------|
| New FTE positions | \$0 | \$0 | \$0 |
| Vacant FTE positions | <u>(129,958)</u> | <u>(18,894)</u> | <u>(148,852)</u> |
| Total | (\$129,958) | (\$18,894) | (\$148,852) |

⁴ Funding of \$4 million is added for new and expanding secondary career and technical education programs to provide a total of \$12 million from the general fund. The House added \$8 million from the general fund.

⁵ Funding from the general fund is adjusted by removing \$500,000 for grants for school district career advisors and adding \$500,000 for grants to schools for work-based learning coordinators to provide a total of \$2,000,000 from the general fund for work-based learning coordinators. The House added \$500,000 from the general fund for grants for school district career advisors and \$1,500,000 from the general fund for work-based learning coordinators.

⁶ Funding is added for workforce training grants to provide a total of \$2.5 million from the general fund. The House did not add funding for this program.

⁷ One-time funding of \$26.5 million is added from the federal Coronavirus Capital Projects Fund for career academy inflationary costs under the statewide area career center initiative grant program. The House did not add funding for this purpose.

This amendment also:

- Removes seven sections added by the House to transfer supervisory authority of the Center for Distance Education from the Department of Career and Technical Education to the Department of Public Instruction. Statutory changes necessary to authorize this change are provided in Senate Bill No. 2269.
- Adds a section to identify \$26.5 million from the federal Coronavirus Capital Projects Fund for career academy inflationary costs during the 2023-25 biennium. The funding is to be provided proportionally to existing career academy projects under the statewide area career center initiative grant program based on funding allocations provided to each project during the 2021-23 biennium. During the 2023-24 interim, the department is required to provide a report to the Legislative Management regarding the amount of inflationary funding provided to each project to date, expected funding to be provided to each project for the remainder of the biennium, and the construction status of each project. The department is required to provide an updated report to the 69th Legislative Assembly.
- Adds a section to provide the Department of Career and Technical Education an exemption that if funding is returned for a previously approved career academy project, the department is authorized to redistribute the funding to other existing career academy projects during the 2023-25 biennium.
- Adds a section providing that of the \$2.5 million from the general fund in the workforce training line item, the Department of Career and Technical Education distribute \$500,000 to eligible workforce training organizations for the purpose of defraying salaries and wages expenses of the organization's employees.

REPORT OF STANDING COMMITTEE

HB 1019, as engrossed: Appropriations Committee (Sen. Bekkedahl, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (15 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). Engrossed HB 1019 was placed on the Sixth order on the calendar. This bill affects workforce development.

Page 1, line 2, remove "to amend and reenact sections 15-19-00.1, 15-19-01, 15-19-02,"

Page 1, remove line 3

Page 1, line 4, remove "the administration of the center for distance education; and"

Page 1, line 4, after "exemption" insert "; and to provide for a report"

Page 1, replace line 14 with:

| | | | |
|---------------------|-------------|-----------|--------------|
| "Salaries and wages | \$4,643,906 | \$316,835 | \$4,960,741" |
|---------------------|-------------|-----------|--------------|

Page 1, replace line 17 with:

| | | | |
|---------------------|------------|------------|-------------|
| "Grants - secondary | 26,837,780 | 18,200,000 | 45,037,780" |
|---------------------|------------|------------|-------------|

Page 1, replace line 22 with:

| | | | |
|---------------------|-----------|---------|------------|
| "Workforce training | 2,000,000 | 500,000 | 2,500,000" |
|---------------------|-----------|---------|------------|

Page 1, remove line 24

Page 2, replace lines 1 through 3 with:

| | | | |
|--|-------------------|-------------------|-------------------|
| "Statewide area career center initiative grant program | <u>0</u> | <u>26,500,000</u> | <u>26,500,000</u> |
| Total all funds | \$56,754,880 | \$38,735,478 | \$95,490,358 |
| Less estimated income | <u>15,019,817</u> | <u>25,961,303</u> | <u>40,981,120</u> |
| Total general fund | \$41,735,063 | \$12,774,175 | \$54,509,238 |
| Full-time equivalent positions | 50.30 | (28.80) | 21.50" |

Page 2, line 4, after "**FUNDING**" insert "**- EFFECT ON BASE BUDGET - REPORT TO SIXTY-NINTH LEGISLATIVE ASSEMBLY**"

Page 2, line 5, after "biennium" insert "and the one-time funding items included in the appropriation in section 1 of this Act"

Page 2, replace lines 7 through 10 with:

| | | |
|--|---------------------|---------------------|
| "Statewide area career center initiative grant program | <u>\$88,276,228</u> | <u>\$26,500,000</u> |
| Total other funds | \$88,276,228 | \$26,500,000 |

The 2023 25 biennium one-time funding amounts are not part of the entity's base budget for the 2025-27 biennium. The department of career and technical education shall report to the appropriations committees of the sixty-ninth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 2, remove lines 11 through 31

Page 3, remove lines 1 through 31

Page 4, remove lines 1 through 30

Page 5, remove lines 1 through 30

Page 6, remove lines 1 through 31

Page 7, remove lines 1 through 30

Page 8, replace lines 1 through 21 with:

"SECTION 3. ESTIMATED INCOME - FEDERAL CORONAVIRUS CAPITAL PROJECTS FUND - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - LEGISLATIVE MANAGEMENT REPORT. The estimated income line item in section 1 of this Act includes the sum of \$26,500,000 from the federal coronavirus capital projects fund for the purpose of defraying inflationary costs of existing projects approved under the statewide area career center initiative grant program during the 2021-23 biennium. The department of career and technical education must distribute the funding to existing career academy projects proportionally based on funding allocations provided to each project during the 2021-23 biennium. If funding approved in this section is provided for a career academy project and the funding becomes uncommitted during the 2023-25 biennium, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025. The department of career and technical education shall report to the legislative management during the 2023-24 interim and to the appropriations committees of the sixty-ninth legislative assembly regarding the amount of inflationary funding provided for each project and the construction status of each project."

Page 8, line 25, after "2021" insert "Special Session"

Page 8, after line 26, insert:

"SECTION 5. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - UNCOMMITTED FUNDS. Notwithstanding section 1 of chapter 548 of the 2021 Special Session Session Laws, if funding approved for a career academy project under the statewide area career center initiative grant program becomes uncommitted after December 31, 2022, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025."

SECTION 6. 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

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1019 - Dept. of Career and Technical Education - Senate Action

| | Base Budget | House Version | Senate Changes | Senate Version |
|-------------------------------------|--------------|---------------|----------------|----------------|
| Salaries and wages | \$4,643,906 | \$5,441,942 | (\$481,201) | \$4,960,741 |
| Operating expenses | 2,198,453 | 2,878,350 | | 2,878,350 |
| Grants | 9,507,349 | 11,507,349 | | 11,507,349 |
| Grants - secondary | 26,837,780 | 41,037,780 | 4,000,000 | 45,037,780 |
| Marketplace for kids | 300,000 | 300,000 | | 300,000 |
| STEM initiative | 100,000 | 100,000 | | 100,000 |
| Adult farm management | 1,706,138 | 1,706,138 | | 1,706,138 |
| Workforce training | 2,000,000 | 2,000,000 | 500,000 | 2,500,000 |
| Center for distance education | 9,461,254 | | | |
| Statewide area career center grants | | | 26,500,000 | 26,500,000 |
| Total all funds | \$56,754,880 | \$64,971,559 | \$30,518,799 | \$95,490,358 |
| Less estimated income | 15,019,817 | 14,489,399 | 26,491,721 | 40,981,120 |
| General fund | \$41,735,063 | \$50,482,160 | \$4,027,078 | \$54,509,238 |
| FTE | 50.30 | 23.50 | (2.00) | 21.50 |

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

| | Adjusts Funding for Salary and Benefit Increases ¹ | Removes FTE Positions ² | Removes Salary Funding for Funding Pool ³ | Adds Funding for New and Expanding Secondary Programs ⁴ | Adjusts Funding for Career Advisors and Coordinators ⁵ | Adds Funding for Workforce Training Grants ⁶ |
|-------------------------------------|---|------------------------------------|--|--|---|---|
| Salaries and wages | \$62,525 | (\$394,874) | (\$148,852) | | | |
| Operating expenses | | | | | | |
| Grants | | | | | | |
| Grants - secondary | | | | \$4,000,000 | | |
| Marketplace for kids | | | | | | |
| STEM initiative | | | | | | |
| Adult farm management | | | | | | |
| Workforce training | | | | | | \$500,000 |
| Center for distance education | | | | | | |
| Statewide area career center grants | | | | | | |
| Total all funds | \$62,525 | (\$394,874) | (\$148,852) | \$4,000,000 | \$0 | \$500,000 |
| Less estimated income | 10,615 | 0 | (18,894) | 0 | 0 | 0 |
| General fund | \$51,910 | (\$394,874) | (\$129,958) | \$4,000,000 | \$0 | \$500,000 |
| FTE | 0.00 | (2.00) | 0.00 | 0.00 | 0.00 | 0.00 |

| | Adds One-Time Funding for Career Academies ⁷ | Total Senate Changes |
|-------------------------------------|---|----------------------|
| Salaries and wages | | (\$481,201) |
| Operating expenses | | |
| Grants | | |
| Grants - secondary | | 4,000,000 |
| Marketplace for kids | | |
| STEM initiative | | |
| Adult farm management | | |
| Workforce training | | 500,000 |
| Center for distance education | | |
| Statewide area career center grants | \$26,500,000 | 26,500,000 |
| Total all funds | \$26,500,000 | \$30,518,799 |
| Less estimated income | 26,500,000 | 26,491,721 |
| General fund | \$0 | \$4,027,078 |
| FTE | 0.00 | (2.00) |

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

| | <u>General Fund</u> | <u>Other Funds</u> | <u>Total</u> |
|---------------------------|-------------------------|------------------------|--------------|
| Salary increase | \$62,196 | \$10,964 | \$73,160 |
| Health insurance increase | (10,286) | (349) | (10,635) |
| Total | \$51,910 | \$10,615 | \$62,525 |

The House provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding of \$394,874 from the general fund for 2 FTE program supervisor positions that were added by the House are removed by the Senate.

³ Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

| | <u>General Fund</u> | <u>Other Funds</u> | <u>Total</u> |
|----------------------|-------------------------|------------------------|--------------|
| New FTE positions | \$0 | \$0 | \$0 |
| Vacant FTE positions | (129,958) | (18,894) | (148,852) |
| Total | (\$129,958) | (\$18,894) | (\$148,852) |

⁴ Funding of \$4 million is added for new and expanding secondary career and technical education programs to provide a total of \$12 million from the general fund. The House added \$8 million from the general fund.

⁵ Funding from the general fund is adjusted by removing \$500,000 for grants for school district career advisors and adding \$500,000 for grants to schools for work-based learning coordinators to provide a total of \$2,000,000 from the general fund for work-based learning coordinators. The House added \$500,000 from the general fund for grants for school district career advisors and \$1,500,000 from the general fund for work-based learning coordinators.

⁶ Funding is added for workforce training grants to provide a total of \$2.5 million from the general fund. The House did not add funding for this program.

⁷ One-time funding of \$26.5 million is added from the federal Coronavirus Capital Projects Fund for career academy inflationary costs under the statewide area career center initiative grant program. The House did not add funding for this purpose.

This amendment also:

- Removes seven sections added by the House to transfer supervisory authority of the Center for Distance Education from the Department of Career and Technical Education to the Department of Public Instruction. Statutory changes necessary to authorize this change are provided in Senate Bill No. 2269.
- Adds a section to identify \$26.5 million from the federal Coronavirus Capital Projects Fund for career academy inflationary costs during the 2023-25 biennium. The funding is to be provided proportionally to existing career academy projects under the statewide area career center initiative grant program based on funding allocations provided to each project during the 2021-23 biennium. During the 2023-24 interim, the department is required to provide a report to the Legislative Management regarding the amount of inflationary funding provided to each project to date, expected funding to be provided to each project for the remainder of the biennium, and the construction status of each project. The department is required to provide an updated report to the 69th Legislative Assembly.
- Adds a section to provide the Department of Career and Technical Education an exemption that if funding is returned for a previously approved career academy project, the department is authorized to redistribute the funding to other existing career academy projects during the 2023-25 biennium.
- Adds a section providing that of the \$2.5 million from the general fund in the workforce training line item, the Department of Career and Technical Education distribute \$500,000 to eligible workforce training organizations for the purpose of

defraying salaries and wages expenses of the organization's employees.

2023 CONFERENCE COMMITTEE

HB 1019

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1019
4/17/2023
Conference Committee

| |
|--|
| A BILL for an Act to provide an appropriation for defraying the expenses of the judicial branch; to provide for transfers; and to provide an exemption. |
|--|

3:04 PM Chairman Nathe started the meeting.

Members present: Chairman Richter, Representatives Nathe, and Sanford
Chairman Davison, Senators Kreun, and Dever

Discussion Topics:

- Workforce
- Secondary Grants
- NDIT
- Broadband
- Thirteen Career Academies
- Digitalization Equalization

Representative Richter opened the discussion on HB.

Senator Davison explained the senates' amendments, #27637.

Representative Nathe discussed his rationale.

Representative Sanford asked questions regarding career academies.

3:24 PM Chairman Richter closed the meeting.

Donna Lynn Knutson, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1019
4/19/2023
Conference Committee

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

9:30 AM Chairman Nathe started the meeting.

Members present: Chairman Richter, Representatives Nathe, and Sanford
Chairman Davison, Senators Kreun, and Dever

Discussion Topics:

- Secondary Grants
- FTE's
- Operating Funds
- New and Expanding Programs
- Work-base Coordinators
- Career Academies
- CTE Tech Center
- OMB

Representative Richter opened the discussion on HB and presented a proposal to change the secondary grants, #27704.

Senator Davison asked questions regarding the new proposal.

Wade Sisk, Career and Technical Director, answered questions regarding HB 1019.

Senator Dever provided comments on the budget.

9:44 AM Chairman Richter closed the meeting.

Donna Lynn Knutson, Committee Clerk

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1019
4/20/2023
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 AM Chairman Nathe started the meeting.

Members present: Chairman Richter, Representatives Nathe, and Sanford
Chairman Davison, Senators Kreun, and Dever

Discussion Topics:

- Discussion on amendment

Representative Richter opened the discussion on HB and presented an amendment 23.0248.02004, #27746.

Senator Davison asked questions regarding 23.0248.02004.

Wade Sisk, Career and Technical Director, answered questions regarding HB 1019.

Senator Davison moved Senate receded from Senate amendments and amend as follows with 23.0248.02004.

Senator Dever seconded.

Motion carried 6-0-0.

Senator Davison and Representative Richter will carry the bill.

10:13 AM Chairman Richter closed the meeting.

Donna Lynn Knutson, Committee Clerk

AG
4-21-23
(1-5)

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1019

That the Senate recede from its amendments as printed on pages 1831-1835 of the House Journal and pages 1497-1501 of the Senate Journal and that Engrossed House Bill No. 1019 be amended as follows:

Page 1, line 2, remove "to amend and reenact sections 15-19-00.1, 15-19-01, 15-19-02,"

Page 1, remove line 3

Page 1, line 4, remove "the administration of the center for distance education; and"

Page 1, line 4, after "exemption" insert "; and to provide for a report"

Page 1, replace lines 14 through 17 with:

| | | | |
|---------------------|-------------|------------|-------------|
| "Salaries and wages | \$4,643,906 | \$340,305 | \$4,984,211 |
| Operating expenses | 2,198,453 | 847,897 | 3,046,350 |
| Grants | 9,507,349 | 2,500,000 | 12,007,349 |
| Grants - secondary | 26,837,780 | 14,700,000 | 41,537,780" |

Page 1, remove lines 22 through 24

Page 2, replace lines 1 through 3 with:

| | | | |
|---|--------------|--------------|--------------|
| "Workforce training | 2,000,000 | 500,000 | 2,500,000 |
| Center for distance education | 9,461,254 | (9,461,254) | 0 |
| Statewide area career center initiative grant program | 0 | 26,500,000 | 26,500,000 |
| Total all funds | \$56,754,880 | \$35,926,948 | \$92,681,828 |
| Less estimated income | 15,019,817 | 26,461,303 | 41,481,120 |
| Total general fund | \$41,735,063 | \$9,465,645 | \$51,200,708 |
| Full-time equivalent positions | 50.30 | (26.80) | 23.50" |

Page 2, line 4, after "FUNDING" insert "- EFFECT ON BASE BUDGET - REPORT TO SIXTY-NINTH LEGISLATIVE ASSEMBLY"

Page 2, line 5, after "biennium" insert "and the one-time funding items included in the appropriation in section 1 of this Act"

Page 2, replace lines 7 through 10 with:

| | | |
|--|--------------|--------------|
| "Statewide area career center initiative grant program | \$88,276,228 | \$26,500,000 |
| Secondary career and technical education programs | 0 | 500,000 |
| Total other funds | \$88,276,228 | \$27,000,000 |

The 2023-25 biennium one-time funding amounts are not part of the entity's base budget for the 2025-27 biennium. The department of career and technical education shall report to the appropriations committees of the sixty-ninth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 2, remove lines 11 through 31

- Page 3, remove lines 1 through 31
- Page 4, remove lines 1 through 30
- Page 5, remove lines 1 through 30
- Page 6, remove lines 1 through 31
- Page 7, remove lines 1 through 30
- Page 8, replace lines 1 through 21 with:

AB
4-21-23
(2-5)

"SECTION 3. ESTIMATED INCOME - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND - SECONDARY CAREER AND TECHNICAL EDUCATION PROGRAMS. The estimated income line item in section 1 of this Act includes \$500,000 from the strategic investment and improvements fund for new and expanding secondary career and technical education programs.

SECTION 4. ESTIMATED INCOME - FEDERAL CORONAVIRUS CAPITAL PROJECTS FUND - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - LEGISLATIVE MANAGEMENT REPORT. The estimated income line item in section 1 of this Act includes the sum of \$26,500,000 from the federal coronavirus capital projects fund for the purpose of defraying inflationary costs of existing projects approved under the statewide area career center initiative grant program during the 2021-23 biennium. The department of career and technical education must distribute the funding to existing career academy projects proportionally based on funding allocations provided to each project during the 2021-23 biennium. If funding approved in this section is provided for a career academy project and the funding becomes uncommitted during the 2023-25 biennium, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025. The department of career and technical education shall report to the legislative management during the 2023-24 interim and to the appropriations committees of the sixty-ninth legislative assembly regarding the amount of inflationary funding provided for each project and the construction status of each project."

Page 8, line 25, after "2021" insert "Special Session"

Page 8, after line 26, insert:

"SECTION 6. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - UNCOMMITTED FUNDS. Notwithstanding section 1 of chapter 548 of the 2021 Special Session Session Laws, if funding approved for a career academy project under the statewide area career center initiative grant program becomes uncommitted after December 31, 2022, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025.

SECTION 7. 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"

ACT
4-21-23
(35)

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1019 - Dept. of Career and Technical Education - Conference Committee Action

| | Base Budget | House Version | Conference Committee Changes | Conference Committee Version | Senate Version | Comparison to Senate |
|-------------------------------------|---------------------|---------------------|------------------------------|------------------------------|---------------------|----------------------|
| Salaries and wages | \$4,643,906 | \$5,441,942 | (\$457,731) | \$4,984,211 | \$4,960,741 | \$23,470 |
| Operating expenses | 2,198,453 | 2,878,350 | 168,000 | 3,046,350 | 2,878,350 | 168,000 |
| Grants | 9,507,349 | 11,507,349 | 500,000 | 12,007,349 | 11,507,349 | 500,000 |
| Grants - secondary | 26,837,780 | 41,037,780 | 500,000 | 41,537,780 | 45,037,780 | (3,500,000) |
| Marketplace for kids | 300,000 | 300,000 | | 300,000 | 300,000 | |
| STEM initiative | 100,000 | 100,000 | | 100,000 | 100,000 | |
| Adult farm management | 1,706,138 | 1,706,138 | | 1,706,138 | 1,706,138 | |
| Workforce training | 2,000,000 | 2,000,000 | 500,000 | 2,500,000 | 2,500,000 | |
| Center for distance education | 9,461,254 | | | | | |
| Statewide area career center grants | | | 26,500,000 | 26,500,000 | 26,500,000 | |
| Total all funds | \$56,754,880 | \$64,971,559 | \$27,710,269 | \$92,681,828 | \$95,490,358 | (\$2,808,530) |
| Less estimated income | 15,019,817 | 14,489,399 | 26,991,721 | 41,481,120 | 40,981,120 | 500,000 |
| General fund | \$41,735,063 | \$50,482,160 | \$718,548 | \$51,200,708 | \$54,509,238 | (\$3,308,530) |
| FTE | 50.30 | 23.50 | 0.00 | 23.50 | 21.50 | 2.00 |

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

| | Adjusts Funding for Salary and Benefit Increases ¹ | Removes Salary Funding for Funding Pool ² | Adds Funding for Operating Expenses ³ | Reduces Funding for Cost to Continue Reimbursement Rates ⁴ | Adds Funding for New and Expanding Secondary Programs ⁵ | Removes Funding for Career Advisors ⁶ |
|-------------------------------------|---|--|--|---|--|--|
| Salaries and wages | \$85,995 | (\$543,726) | | | | |
| Operating expenses | | | \$168,000 | | | |
| Grants | | | | | \$500,000 | |
| Grants - secondary | | | | (\$500,000) | 1,500,000 | (\$500,000) |
| Marketplace for kids | | | | | | |
| STEM initiative | | | | | | |
| Adult farm management | | | | | | |
| Workforce training | | | | | | |
| Center for distance education | | | | | | |
| Statewide area career center grants | | | | | | |
| Total all funds | \$85,995 | (\$543,726) | \$168,000 | (\$500,000) | \$2,000,000 | (\$500,000) |
| Less estimated income | 10,615 | (18,894) | 0 | 0 | 500,000 | 0 |
| General fund | \$75,380 | (\$524,832) | \$168,000 | (\$500,000) | \$1,500,000 | (\$500,000) |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

AG
4-28-23
(45)

| | Adds Funding for Workforce Training Grants ⁷ | Adds One- Time Funding for Career Academies ⁸ | Total Conference Committee Changes |
|---|--|---|---|
| Salaries and wages | | | (\$457,731) |
| Operating expenses | | | 168,000 |
| Grants | | | 500,000 |
| Grants - secondary Marketplace for kids STEM initiative | | | 500,000 |
| Adult farm management | | | |
| Workforce training | \$500,000 | | 500,000 |
| Center for distance education | | | |
| Statewide area career center grants | | \$26,500,000 | 26,500,000 |
| Total all funds | \$500,000 | \$26,500,000 | \$27,710,269 |
| Less estimated income | 0 | 26,500,000 | 26,991,721 |
| General fund | \$500,000 | \$0 | \$718,548 |
| FTE | 0.00 | 0.00 | 0.00 |

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

| | General Fund | Other Funds | Total |
|-----------------------------|-------------------------|------------------------|-----------------|
| Salary increase | \$75,380 | \$10,964 | \$86,344 |
| Health insurance adjustment | 0 | (349) | (349) |
| Total | \$75,380 | \$10,615 | \$85,995 |

The House provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

| | General Fund | Other Funds | Total |
|----------------------|-------------------------|------------------------|--------------------|
| New FTE positions | (\$394,874) | \$0 | (\$394,874) |
| Vacant FTE positions | (129,958) | (18,894) | (148,852) |
| Total | (\$524,832) | (\$18,894) | (\$543,726) |

³ Funding of \$168,000 is added from the general fund for operating expenses of the department. The House and Senate did not add funding for this purpose.

⁴ Funding for the cost to continue career and technical education reimbursement rates at schools (27 percent) and area career and technical centers (40 percent) is reduced by \$500,000 to provide a total of \$3.5 million from the general fund. The House and Senate provided \$4 million from the general fund.

⁵ Funding of \$2 million, of which \$1.5 million is ongoing funding from the general fund and \$500,000 is one-time funding from the strategic investment and improvements fund (SIIF), is added for new and expanding secondary career and technical education programs to provide a total of \$10 million, including \$9.5 million from the general fund.

The House provided \$8 million from the general fund. The Senate provided \$12 million from the general fund.

⁶ Funding of \$500,000 from the general fund for school district career advisors is removed. The House added \$500,000 from the general fund for the program. The Senate did not provide funding for the program.

⁷ Funding of \$500,000 is added for workforce training grants to provide a total of \$2.5 million from the general fund, the same as provided by the Senate. The House provided \$2 million, the same as the base level.

⁸ One-time funding of \$26.5 million is added from the federal Coronavirus Capital Projects Fund for career academy inflationary costs under the statewide area career center initiative grant program, the same as provided by the Senate. The House did not add funding for this purpose.

ALT
4-21-23
(15-5)

The conference committee:

- Did not remove \$394,874 from the general fund for 2 FTE program supervisor positions. These positions were added by the House but removed by the Senate.
- Did not add \$500,000 from the general fund for grants to schools for work-based learning coordinators. The House provided \$1.5 million from the general fund. The Senate added \$500,000 to provide a total of \$2 million from the general fund. The conference committee provided \$1.5 million from the general fund.

This amendment also:

- Removes seven sections added by the House to transfer supervisory authority of the Center for Distance Education from the Department of Career and Technical Education to the Department of Public Instruction. Statutory changes necessary to authorize this change are provided in Senate Bill No. 2269. These sections were also removed by the Senate.
- Adds a section to identify one-time funding of \$500,000 from SIF for new and expanding secondary career and technical education programs. The Senate did not add this section.
- Adds a section to identify \$26.5 million from the federal Coronavirus Capital Projects Fund for career academy inflationary costs during the 2023-25 biennium. The funding is to be provided proportionally to existing career academy projects under the statewide area career center initiative grant program based on funding allocations provided to each project during the 2021-23 biennium. During the 2023-24 interim, the department is required to provide a report to the Legislative Management regarding the amount of inflationary funding provided to each project to date, expected funding to be provided to each project for the remainder of the biennium, and the construction status of each project. The department is required to provide an updated report to the 69th Legislative Assembly. This section was also added by the Senate.
- Adds a section to provide the Department of Career and Technical Education an exemption that if funding is returned for a previously approved career academy project, the department is authorized to redistribute the funding to other existing career academy projects during the 2023-25 biennium. This section was also added by the Senate.
- Adds a section providing that of the \$2.5 million from the general fund in the workforce training line item, the Department of Career and Technical Education distribute \$500,000 to eligible workforce training organizations for the purpose of defraying salaries and wages expenses of the organization's employees. This section was also added by the Senate.

**2023 HOUSE CONFERENCE COMMITTEE
 ROLL CALL VOTES**

HB 1019 as engrossed

House Environment and Education Committee

- Action Taken** **HOUSE accede to Senate Amendments**
 HOUSE accede to Senate Amendments and further amend
 SENATE recede from Senate amendments
 SENATE recede from Senate amendments and amend as follows
- Unable to agree**, recommends that the committee be discharged and a new committee be appointed

Motion Made by: Senator Davison Seconded by: Senator Dever

| Representatives | 4/17 | 4/19 | 4/20 | Yes | No | Senators | 4/17 | 4/19 | 4/20 | Yes | No |
|-----------------|------|------|------|-----|----|-------------------|------|------|------|-----|----|
| Richter | X | X | X | X | | Davison | X | X | X | X | |
| Nathe | X | X | X | X | | Kreun | X | X | X | X | |
| Sanford | X | X | X | X | | Dever | X | X | X | X | |
| | | | | | | | | | | | |
| Total Rep. Vote | | | | 3 | 0 | Total Senate Vote | | | | 3 | 0 |

Vote Count Yes: 6 No: 0 Absent: 0

House Carrier Richter Senate Carrier Davison

LC Number 23.0248 . 02004 of amendment

LC Number 23.0248 . 04000 of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

REPORT OF CONFERENCE COMMITTEE

HB 1019, as engrossed: Your conference committee (Sens. Davison, Kreun, Dever and Reps. Richter, Nathe, Sanford) recommends that the **SENATE RECEDE** from the Senate amendments as printed on HJ pages 1831-1835, adopt amendments as follows, and place HB 1019 on the Seventh order:

That the Senate recede from its amendments as printed on pages 1831-1835 of the House Journal and pages 1497-1501 of the Senate Journal and that Engrossed House Bill No. 1019 be amended as follows:

Page 1, line 2, remove "to amend and reenact sections 15-19-00.1, 15-19-01, 15-19-02,"

Page 1, remove line 3

Page 1, line 4, remove "the administration of the center for distance education; and"

Page 1, line 4, after "exemption" insert "; and to provide for a report"

Page 1, replace lines 14 through 17 with:

| | | | |
|---------------------|-------------|------------|-------------|
| "Salaries and wages | \$4,643,906 | \$340,305 | \$4,984,211 |
| Operating expenses | 2,198,453 | 847,897 | 3,046,350 |
| Grants | 9,507,349 | 2,500,000 | 12,007,349 |
| Grants - secondary | 26,837,780 | 14,700,000 | 41,537,780" |

Page 1, remove lines 22 through 24

Page 2, replace lines 1 through 3 with:

| | | | |
|---|--------------|--------------|--------------|
| "Workforce training | 2,000,000 | 500,000 | 2,500,000 |
| Center for distance education | 9,461,254 | (9,461,254) | 0 |
| Statewide area career center initiative grant program | 0 | 26,500,000 | 26,500,000 |
| Total all funds | \$56,754,880 | \$35,926,948 | \$92,681,828 |
| Less estimated income | 15,019,817 | 26,461,303 | 41,481,120 |
| Total general fund | \$41,735,063 | \$9,465,645 | \$51,200,708 |
| Full-time equivalent positions | 50.30 | (26.80) | 23.50" |

Page 2, line 4, after "**FUNDING**" insert "**- EFFECT ON BASE BUDGET - REPORT TO SIXTY-NINTH LEGISLATIVE ASSEMBLY**"

Page 2, line 5, after "biennium" insert "and the one-time funding items included in the appropriation in section 1 of this Act"

Page 2, replace lines 7 through 10 with:

| | | |
|--|--------------|--------------|
| "Statewide area career center initiative grant program | \$88,276,228 | \$26,500,000 |
| Secondary career and technical education programs | 0 | 500,000 |
| Total other funds | \$88,276,228 | \$27,000,000 |

The 2023-25 biennium one-time funding amounts are not part of the entity's base budget for the 2025-27 biennium. The department of career and technical education shall report to the appropriations committees of the sixty-ninth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 2, remove lines 11 through 31

Page 3, remove lines 1 through 31

Page 4, remove lines 1 through 30

Page 5, remove lines 1 through 30

Page 6, remove lines 1 through 31

Page 7, remove lines 1 through 30

Page 8, replace lines 1 through 21 with:

"SECTION 3. ESTIMATED INCOME - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND - SECONDARY CAREER AND TECHNICAL EDUCATION PROGRAMS. The estimated income line item in section 1 of this Act includes \$500,000 from the strategic investment and improvements fund for new and expanding secondary career and technical education programs.

SECTION 4. ESTIMATED INCOME - FEDERAL CORONAVIRUS CAPITAL PROJECTS FUND - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - LEGISLATIVE MANAGEMENT REPORT. The estimated income line item in section 1 of this Act includes the sum of \$26,500,000 from the federal coronavirus capital projects fund for the purpose of defraying inflationary costs of existing projects approved under the statewide area career center initiative grant program during the 2021-23 biennium. The department of career and technical education must distribute the funding to existing career academy projects proportionally based on funding allocations provided to each project during the 2021-23 biennium. If funding approved in this section is provided for a career academy project and the funding becomes uncommitted during the 2023-25 biennium, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025. The department of career and technical education shall report to the legislative management during the 2023-24 interim and to the appropriations committees of the sixty-ninth legislative assembly regarding the amount of inflationary funding provided for each project and the construction status of each project."

Page 8, line 25, after "2021" insert "Special Session"

Page 8, after line 26, insert:

"SECTION 6. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - UNCOMMITTED FUNDS. Notwithstanding section 1 of chapter 548 of the 2021 Special Session Session Laws, if funding approved for a career academy project under the statewide area career center initiative grant program becomes uncommitted after December 31, 2022, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025.

SECTION 7. 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"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1019 - Dept. of Career and Technical Education - Conference Committee Action

| | Base Budget | House Version | Conference Committee Changes | Conference Committee Version | Senate Version | Comparison to Senate |
|-------------------------------------|--------------|---------------|------------------------------|------------------------------|----------------|----------------------|
| Salaries and wages | \$4,643,906 | \$5,441,942 | (\$457,731) | \$4,984,211 | \$4,960,741 | \$23,470 |
| Operating expenses | 2,198,453 | 2,878,350 | 168,000 | 3,046,350 | 2,878,350 | 168,000 |
| Grants | 9,507,349 | 11,507,349 | 500,000 | 12,007,349 | 11,507,349 | 500,000 |
| Grants - secondary | 26,837,780 | 41,037,780 | 500,000 | 41,537,780 | 45,037,780 | (3,500,000) |
| Marketplace for kids | 300,000 | 300,000 | | 300,000 | 300,000 | |
| STEM initiative | 100,000 | 100,000 | | 100,000 | 100,000 | |
| Adult farm management | 1,706,138 | 1,706,138 | | 1,706,138 | 1,706,138 | |
| Workforce training | 2,000,000 | 2,000,000 | 500,000 | 2,500,000 | 2,500,000 | |
| Center for distance education | 9,461,254 | | | | | |
| Statewide area career center grants | | | 26,500,000 | 26,500,000 | 26,500,000 | |
| Total all funds | \$56,754,880 | \$64,971,559 | \$27,710,269 | \$92,681,828 | \$95,490,358 | (\$2,808,530) |
| Less estimated income | 15,019,817 | 14,489,399 | 26,991,721 | 41,481,120 | 40,981,120 | 500,000 |
| General fund | \$41,735,063 | \$50,482,160 | \$718,548 | \$51,200,708 | \$54,509,238 | (\$3,308,530) |
| FTE | 50.30 | 23.50 | 0.00 | 23.50 | 21.50 | 2.00 |

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

| | Adjusts Funding for Salary and Benefit Increases ¹ | Removes Salary Funding for Funding Pool ² | Adds Funding for Operating Expenses ³ | Reduces Funding for Cost to Continue Reimbursement Rates ⁴ | Adds Funding for New and Expanding Secondary Programs ⁵ | Removes Funding for Career Advisors ⁶ |
|-------------------------------------|---|--|--|---|--|--|
| Salaries and wages | \$85,995 | (\$543,726) | | | | |
| Operating expenses | | | \$168,000 | | | |
| Grants | | | | | \$500,000 | |
| Grants - secondary | | | | (\$500,000) | 1,500,000 | (\$500,000) |
| Marketplace for kids | | | | | | |
| STEM initiative | | | | | | |
| Adult farm management | | | | | | |
| Workforce training | | | | | | |
| Center for distance education | | | | | | |
| Statewide area career center grants | | | | | | |
| Total all funds | \$85,995 | (\$543,726) | \$168,000 | (\$500,000) | \$2,000,000 | (\$500,000) |
| Less estimated income | 10,615 | (18,894) | 0 | 0 | 500,000 | 0 |
| General fund | \$75,380 | (\$524,832) | \$168,000 | (\$500,000) | \$1,500,000 | (\$500,000) |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| | Adds Funding for Workforce Training Grants ² | Adds One-Time Funding for Career Academies ³ | Total Conference Committee Changes |
|-------------------------------------|---|--|---------------------------------------|
| Salaries and wages | | | (\$457,731) |
| Operating expenses | | | 168,000 |
| Grants | | | 500,000 |
| Grants - secondary | | | 500,000 |
| Marketplace for kids | | | |
| STEM initiative | | | |
| Adult farm management | | | |
| Workforce training | \$500,000 | | 500,000 |
| Center for distance education | | | |
| Statewide area career center grants | | \$26,500,000 | 26,500,000 |
| Total all funds | \$500,000 | \$26,500,000 | \$27,710,269 |
| Less estimated income | 0 | 26,500,000 | 26,991,721 |
| General fund | \$500,000 | \$0 | \$718,548 |
| FTE | 0.00 | 0.00 | 0.00 |

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

| | General Fund | Other Funds | Total |
|-----------------------------|-----------------|----------------|----------|
| Salary increase | \$75,380 | \$10,964 | \$86,344 |
| Health insurance adjustment | 0 | (349) | (349) |
| Total | \$75,380 | \$10,615 | \$85,995 |

The House provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

| | General Fund | Other Funds | Total |
|----------------------|-----------------|----------------|-------------|
| New FTE positions | (\$394,874) | \$0 | (\$394,874) |
| Vacant FTE positions | (129,958) | (18,894) | (148,852) |
| Total | (\$524,832) | (\$18,894) | (\$543,726) |

³ Funding of \$168,000 is added from the general fund for operating expenses of the department. The House and Senate did not add funding for this purpose.

⁴ Funding for the cost to continue career and technical education reimbursement rates at schools (27 percent) and area career and technical centers (40 percent) is reduced by \$500,000 to provide a total of \$3.5 million from the general fund. The House and Senate provided \$4 million from the general fund.

⁵ Funding of \$2 million, of which \$1.5 million is ongoing funding from the general fund and \$500,000 is one-time funding from the strategic investment and improvements fund (SIIF), is added for new and expanding secondary career and technical education programs to provide a total of \$10 million, including \$9.5 million from the general fund.

The House provided \$8 million from the general fund. The Senate provided \$12 million from the general fund.

⁶ Funding of \$500,000 from the general fund for school district career advisors is removed. The House added \$500,000 from the general fund for the program. The Senate did not provide funding for the program.

⁷ Funding of \$500,000 is added for workforce training grants to provide a total of \$2.5 million from the general fund, the same as provided by the Senate. The House provided \$2 million,

the same as the base level.

⁸ One-time funding of \$26.5 million is added from the federal Coronavirus Capital Projects Fund for career academy inflationary costs under the statewide area career center initiative grant program, the same as provided by the Senate. The House did not add funding for this purpose.

The conference committee:

- Did not remove \$394,874 from the general fund for 2 FTE program supervisor positions. These positions were added by the House but removed by the Senate.
- Did not add \$500,000 from the general fund for grants to schools for work-based learning coordinators. The House provided \$1.5 million from the general fund. The Senate added \$500,000 to provide a total of \$2 million from the general fund. The conference committee provided \$1.5 million from the general fund.

This amendment also:

- Removes seven sections added by the House to transfer supervisory authority of the Center for Distance Education from the Department of Career and Technical Education to the Department of Public Instruction. Statutory changes necessary to authorize this change are provided in Senate Bill No. 2269. These sections were also removed by the Senate.
- Adds a section to identify one-time funding of \$500,000 from SIIF for new and expanding secondary career and technical education programs. The Senate did not add this section.
- Adds a section to identify \$26.5 million from the federal Coronavirus Capital Projects Fund for career academy inflationary costs during the 2023-25 biennium. The funding is to be provided proportionally to existing career academy projects under the statewide area career center initiative grant program based on funding allocations provided to each project during the 2021-23 biennium. During the 2023-24 interim, the department is required to provide a report to the Legislative Management regarding the amount of inflationary funding provided to each project to date, expected funding to be provided to each project for the remainder of the biennium, and the construction status of each project. The department is required to provide an updated report to the 69th Legislative Assembly. This section was also added by the Senate.
- Adds a section to provide the Department of Career and Technical Education an exemption that if funding is returned for a previously approved career academy project, the department is authorized to redistribute the funding to other existing career academy projects during the 2023-25 biennium. This section was also added by the Senate.
- Adds a section providing that of the \$2.5 million from the general fund in the workforce training line item, the Department of Career and Technical Education distribute \$500,000 to eligible workforce training organizations for the purpose of defraying salaries and wages expenses of the organization's employees. This section was also added by the Senate.

Engrossed HB 1019 was placed on the Seventh order of business on the calendar.

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations - Education and Environment Division
Prairie Room, State Capitol

HB 1019
4/26/2023
Conference Committee

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

4:30 PM Chairman Nathe started the meeting.

Members present: Chairman Richter, Representatives Nathe, and Sanford
Chairman Davison, Senators Kreun, and Dever

Discussion Topics:

- CTE Inflationary Factors

Representative Richter opened the discussion.

Representative Nathe Moved to remove section 4 original conference committee version, 23.0248.02005, #27926.

Senator Davison seconded the motion for the Senate to recede from Senate amendments and amend as follows, 23.0248.02005.

Motion carried 6-0-0.

Senator Davison and Representative Richter will carry the bill.

4:37 PM Chairman Richter closed the meeting.

Donna Lynn Knutson, Committee Clerk

OK
184
4-27-23

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1019

That the Senate recede from its amendments as printed on pages 1831-1835 of the House Journal and pages 1497-1501 of the Senate Journal and that Engrossed House Bill No. 1019 be amended as follows:

Page 1, line 2, remove "to amend and reenact sections 15-19-00.1, 15-19-01, 15-19-02,"

Page 1, remove line 3

Page 1, line 4, remove "the administration of the center for distance education;"

Page 1, replace lines 14 through 17 with:

| | | | |
|---------------------|-------------|------------|-------------|
| "Salaries and wages | \$4,643,906 | \$340,305 | \$4,984,211 |
| Operating expenses | 2,198,453 | 847,897 | 3,046,350 |
| Grants | 9,507,349 | 2,500,000 | 12,007,349 |
| Grants - secondary | 26,837,780 | 14,700,000 | 41,537,780" |

Page 1, remove lines 22 through 24

Page 2, replace lines 1 through 3 with:

| | | | |
|--------------------------------|-------------------|--------------------|-------------------|
| "Workforce training | 2,000,000 | 500,000 | 2,500,000 |
| Center for distance education | <u>9,461,254</u> | <u>(9,461,254)</u> | <u>0</u> |
| Total all funds | \$56,754,880 | \$9,426,948 | \$66,181,828 |
| Less estimated income | <u>15,019,817</u> | <u>(38,697)</u> | <u>14,981,120</u> |
| Total general fund | \$41,735,063 | \$9,465,645 | \$51,200,708 |
| Full-time equivalent positions | 50.30 | (26.80) | 23.50" |

Page 2, line 4, after "FUNDING" insert "- EFFECT ON BASE BUDGET - REPORT TO SIXTY-NINTH LEGISLATIVE ASSEMBLY"

Page 2, line 5, after "biennium" insert "and the one-time funding items included in the appropriation in section 1 of this Act"

Page 2, replace lines 7 through 10 with:

| | | |
|--|--------------|----------------|
| "Statewide area career center initiative grant program | \$88,276,228 | \$0 |
| Secondary career and technical education programs | <u>0</u> | <u>500,000</u> |
| Total other funds | \$88,276,228 | \$500,000 |

The 2023-25 biennium one-time funding amounts are not part of the entity's base budget for the 2025-27 biennium. The department of career and technical education shall report to the appropriations committees of the sixty-ninth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 2, remove lines 11 through 31

Page 3, remove lines 1 through 31

Page 4, remove lines 1 through 30

OK
2/14
4-27-23

Page 5, remove lines 1 through 30

Page 6, remove lines 1 through 31

Page 7, remove lines 1 through 30

Page 8, replace lines 1 through 21 with:

"SECTION 3. ESTIMATED INCOME - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND - SECONDARY CAREER AND TECHNICAL EDUCATION PROGRAMS. The estimated income line item in section 1 of this Act includes \$500,000 from the strategic investment and improvements fund for new and expanding secondary career and technical education programs."

Page 8, line 25, after "2021" insert "Special Session"

Page 8, after line 26, insert:

"SECTION 5. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - UNCOMMITTED FUNDS. Notwithstanding section 1 of chapter 548 of the 2021 Special Session Session Laws, if funding approved for a career academy project under the statewide area career center initiative grant program becomes uncommitted after December 31, 2022, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025.

SECTION 6. 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"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1019 - Dept. of Career and Technical Education - Conference Committee Action

| | Base Budget | House Version | Conference Committee Changes | Conference Committee Version | Senate Version | Comparison to Senate |
|-----------------------|-------------|---------------|------------------------------|------------------------------|----------------|----------------------|
| Salaries and wages | \$4,643,906 | \$5,441,942 | (\$457,731) | \$4,984,211 | \$4,960,741 | \$23,470 |
| Operating expenses | 2,198,453 | 2,878,350 | 168,000 | 3,046,350 | 2,878,350 | 168,000 |
| Grants | 9,507,349 | 11,507,349 | 500,000 | 12,007,349 | 11,507,349 | 500,000 |
| Grants - secondary | 26,837,780 | 41,037,780 | 500,000 | 41,537,780 | 45,037,780 | (3,500,000) |
| Marketplace for kids | 300,000 | 300,000 | | 300,000 | 300,000 | |
| STEM initiative | 100,000 | 100,000 | | 100,000 | 100,000 | |
| Adult farm management | 1,706,138 | 1,706,138 | | 1,706,138 | 1,706,138 | |
| Workforce training | 2,000,000 | 2,000,000 | 500,000 | 2,500,000 | 2,500,000 | |

DR
384
4-27-23

| | | | | | | | |
|-------------------------------------|--------------|--------------|-------------|--------------|--------------|----------------|--|
| Center for distance education | 9,461,254 | | | | | | |
| Statewide area career center grants | | | | | 26,500,000 | (26,500,000) | |
| Total all funds | \$56,754,880 | \$64,971,559 | \$1,210,269 | \$66,181,828 | \$95,490,358 | (\$29,308,530) | |
| Less estimated income | 15,019,817 | 14,489,399 | 491,721 | 14,981,120 | 40,981,120 | (26,000,000) | |
| General fund | \$41,735,063 | \$50,482,160 | \$718,548 | \$51,200,708 | \$54,509,238 | (\$3,308,530) | |
| FTE | 50.30 | 23.50 | 0.00 | 23.50 | 21.50 | 2.00 | |

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

| | Adjusts Funding for Salary and Benefit Increases ¹ | Removes Salary Funding for Funding Pool ² | Adds Funding for Operating Expenses ³ | Reduces Funding for Cost to Continue Reimbursement Rates ⁴ | Adds Funding for New and Expanding Secondary Programs ⁵ | Removes Funding for Career Advisors ⁶ |
|-------------------------------------|---|--|--|---|--|--|
| Salaries and wages | \$85,995 | (\$543,726) | | | | |
| Operating expenses | | | \$168,000 | | | |
| Grants | | | | | \$500,000 | |
| Grants - secondary | | | | (\$500,000) | 1,500,000 | (\$500,000) |
| Marketplace for kids | | | | | | |
| STEM initiative | | | | | | |
| Adult farm management | | | | | | |
| Workforce training | | | | | | |
| Center for distance education | | | | | | |
| Statewide area career center grants | | | | | | |
| Total all funds | \$85,995 | (\$543,726) | \$168,000 | (\$500,000) | \$2,000,000 | (\$500,000) |
| Less estimated income | 10,615 | (18,894) | 0 | 0 | 500,000 | 0 |
| General fund | \$75,380 | (\$524,832) | \$168,000 | (\$500,000) | \$1,500,000 | (\$500,000) |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| | Adds Funding for Workforce Training Grants ² | Total Conference Committee Changes |
|-------------------------------------|---|------------------------------------|
| Salaries and wages | | (\$457,731) |
| Operating expenses | | 168,000 |
| Grants | | 500,000 |
| Grants - secondary | | 500,000 |
| Marketplace for kids | | |
| STEM initiative | | |
| Adult farm management | | |
| Workforce training | \$500,000 | 500,000 |
| Center for distance education | | |
| Statewide area career center grants | | |
| Total all funds | \$500,000 | \$1,210,269 |
| Less estimated income | 0 | 491,721 |
| General fund | \$500,000 | \$718,548 |
| FTE | 0.00 | 0.00 |

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

| | General Fund | Other Funds | Total |
|-----------------------------|--------------|-------------|----------|
| Salary increase | \$75,380 | \$10,964 | \$86,344 |
| Health insurance adjustment | 0 | (349) | (349) |
| Total | \$75,380 | \$10,615 | \$85,995 |

The House provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

OK
4/24
4-27-23

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

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

³ Funding of \$168,000 is added from the general fund for operating expenses of the department. The House and Senate did not add funding for this purpose.

⁴ Funding for the cost to continue career and technical education reimbursement rates at schools (27 percent) and area career and technical centers (40 percent) is reduced by \$500,000 to provide a total of \$3.5 million from the general fund. The House and Senate provided \$4 million from the general fund.

⁵ Funding of \$2 million, of which \$1.5 million is ongoing funding from the general fund and \$500,000 is one-time funding from the strategic investment and improvements fund (SIIF), is added for new and expanding secondary career and technical education programs to provide a total of \$10 million, including \$9.5 million from the general fund.

The House provided \$8 million from the general fund. The Senate provided \$12 million from the general fund.

⁶ Funding of \$500,000 from the general fund for school district career advisors is removed. The House added \$500,000 from the general fund for the program. The Senate did not provide funding for the program.

⁷ Funding of \$500,000 is added for workforce training grants to provide a total of \$2.5 million from the general fund, the same as provided by the Senate. The House provided \$2 million, the same as the base level.

The Conference Committee:

- Did not remove \$394,874 from the general fund for 2 FTE program supervisor positions. These positions were added by the House but removed by the Senate.
- Did not add \$500,000 from the general fund for grants to schools for work-based learning coordinators. The House provided \$1.5 million from the general fund. The Senate added \$500,000 to provide a total of \$2 million from the general fund. The Conference Committee provided \$1.5 million from the general fund.
- Did not provide one-time funding from the federal Coronavirus Capital Projects Fund for career academy inflationary costs under the statewide area career center initiative grant program. The Senate provided \$26.5 million. A section identifying this funding included in the Senate version was not added by the Conference Committee.

This amendment also:

- Removes seven sections added by the House to transfer supervisory authority of the Center for Distance Education from the Department of Career and Technical Education to the Department of Public Instruction. Statutory changes necessary to authorize this change are provided in Senate Bill No. 2269. These sections were also removed by the Senate.
- Adds a section to identify one-time funding of \$500,000 from SIIF for new and expanding secondary career and technical education programs. The Senate did not add this section.
- Adds a section to provide the Department of Career and Technical Education an exemption that if funding is returned for a previously approved career academy project, the department is authorized to redistribute the funding to other existing career academy projects during the 2023-25 biennium. This section was also added by the Senate.
- Adds a section providing that of the \$2.5 million from the general fund in the workforce training line item, the Department of Career and Technical Education distribute \$500,000 to eligible workforce training organizations for the purpose of defraying salaries and wages expenses of the organization's employees. This section was also added by the Senate.

**2023 HOUSE CONFERENCE COMMITTEE
ROLL CALL VOTES**

HB 1019 as engrossed

House Environment and Education Committee

- Action Taken**
- HOUSE accede to Senate Amendments
 - HOUSE accede to Senate Amendments and further amend
 - SENATE recede from Senate amendments
 - SENATE recede from Senate amendments and amend as follows
 - Unable to agree**, recommends that the committee be discharged and a new committee be appointed

Motion Made by: Representative Nathe Seconded by: Senator Davison

| Representatives | 4/26 | | Yes | No | Senators | 4/26 | | Yes | No |
|------------------------|------|--|-----|----|--------------------------|------|--|-----|----|
| Richter | X | | X | | Davison | X | | X | |
| Nathe | X | | X | | Kreun | X | | X | |
| Sanford | X | | X | | Dever | X | | X | |
| | | | | | | | | | |
| Total Rep. Vote | | | 3 | 0 | Total Senate Vote | | | 3 | 0 |

Vote Count Yes: 6 No: 0 Absent: 0

House Carrier Richter Senate Carrier Davison

LC Number 23.0248 . 02005 of amendment

LC Number 23.0248 . 05000 of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

REPORT OF CONFERENCE COMMITTEE

HB 1019, as engrossed: Your conference committee (Sens. Davison, Kreun, Dever and Reps. Richter, Nathe, Sanford) recommends that the **SENATE RECEDE** from the Senate amendments as printed on HJ pages 1831-1835, adopt amendments as follows, and place HB 1019 on the Seventh order:

That the Senate recede from its amendments as printed on pages 1831-1835 of the House Journal and pages 1497-1501 of the Senate Journal and that Engrossed House Bill No. 1019 be amended as follows:

Page 1, line 2, remove "to amend and reenact sections 15-19-00.1, 15-19-01, 15-19-02,"

Page 1, remove line 3

Page 1, line 4, remove "the administration of the center for distance education;"

Page 1, replace lines 14 through 17 with:

| | | | |
|---------------------|-------------|------------|-------------|
| "Salaries and wages | \$4,643,906 | \$340,305 | \$4,984,211 |
| Operating expenses | 2,198,453 | 847,897 | 3,046,350 |
| Grants | 9,507,349 | 2,500,000 | 12,007,349 |
| Grants - secondary | 26,837,780 | 14,700,000 | 41,537,780" |

Page 1, remove lines 22 through 24

Page 2, replace lines 1 through 3 with:

| | | | |
|--------------------------------|-------------------|--------------------|-------------------|
| "Workforce training | 2,000,000 | 500,000 | 2,500,000 |
| Center for distance education | <u>9,461,254</u> | <u>(9,461,254)</u> | <u>0</u> |
| Total all funds | \$56,754,880 | \$9,426,948 | \$66,181,828 |
| Less estimated income | <u>15,019,817</u> | <u>(38,697)</u> | <u>14,981,120</u> |
| Total general fund | \$41,735,063 | \$9,465,645 | \$51,200,708 |
| Full-time equivalent positions | 50.30 | (26.80) | 23.50" |

Page 2, line 4, after "**FUNDING**" insert "**- EFFECT ON BASE BUDGET - REPORT TO SIXTY-NINTH LEGISLATIVE ASSEMBLY**"

Page 2, line 5, after "biennium" insert "and the one-time funding items included in the appropriation in section 1 of this Act"

Page 2, replace lines 7 through 10 with:

| | | |
|--|--------------|----------------|
| "Statewide area career center initiative grant program | \$88,276,228 | \$0 |
| Secondary career and technical education programs | <u>0</u> | <u>500,000</u> |
| Total other funds | \$88,276,228 | \$500,000 |

The 2023-25 biennium one-time funding amounts are not part of the entity's base budget for the 2025-27 biennium. The department of career and technical education shall report to the appropriations committees of the sixty-ninth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 2, remove lines 11 through 31

Page 3, remove lines 1 through 31

Page 4, remove lines 1 through 30

Page 5, remove lines 1 through 30

Page 6, remove lines 1 through 31

Page 7, remove lines 1 through 30

Page 8, replace lines 1 through 21 with:

"SECTION 3. ESTIMATED INCOME - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND - SECONDARY CAREER AND TECHNICAL EDUCATION PROGRAMS. The estimated income line item in section 1 of this Act includes \$500,000 from the strategic investment and improvements fund for new and expanding secondary career and technical education programs."

Page 8, line 25, after "2021" insert "Special Session"

Page 8, after line 26, insert:

"SECTION 5. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - UNCOMMITTED FUNDS. Notwithstanding section 1 of chapter 548 of the 2021 Special Session Session Laws, if funding approved for a career academy project under the statewide area career center initiative grant program becomes uncommitted after December 31, 2022, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025.

SECTION 6. 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"

ReNUMBER accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1019 - Dept. of Career and Technical Education - Conference Committee Action

| | Base Budget | House Version | Conference Committee Changes | Conference Committee Version | Senate Version | Comparison to Senate |
|-------------------------------------|-------------|---------------|------------------------------|------------------------------|----------------|----------------------|
| Salaries and wages | \$4,643,906 | \$5,441,942 | (\$457,731) | \$4,984,211 | \$4,960,741 | \$23,470 |
| Operating expenses | 2,198,453 | 2,878,350 | 168,000 | 3,046,350 | 2,878,350 | 168,000 |
| Grants | 9,507,349 | 11,507,349 | 500,000 | 12,007,349 | 11,507,349 | 500,000 |
| Grants - secondary | 26,837,780 | 41,037,780 | 500,000 | 41,537,780 | 45,037,780 | (3,500,000) |
| Marketplace for kids | 300,000 | 300,000 | | 300,000 | 300,000 | |
| STEM initiative | 100,000 | 100,000 | | 100,000 | 100,000 | |
| Adult farm management | 1,706,138 | 1,706,138 | | 1,706,138 | 1,706,138 | |
| Workforce training | 2,000,000 | 2,000,000 | 500,000 | 2,500,000 | 2,500,000 | |
| Center for distance education | 9,461,254 | | | | | |
| Statewide area career center grants | | | | | 26,500,000 | (26,500,000) |

Insert LC: 23.0248.02005
 House Carrier: Richter
 Senate Carrier: Davison

| | | | | | | |
|-----------------------|--------------|--------------|-------------|--------------|--------------|----------------|
| Total all funds | \$56,754,880 | \$64,971,559 | \$1,210,269 | \$66,181,828 | \$95,490,358 | (\$29,308,530) |
| Less estimated income | 15,019,817 | 14,489,399 | 491,721 | 14,981,120 | 40,981,120 | (26,000,000) |
| General fund | \$41,735,063 | \$50,482,160 | \$718,548 | \$51,200,708 | \$54,509,238 | (\$3,308,530) |
| FTE | 50.30 | 23.50 | 0.00 | 23.50 | 21.50 | 2.00 |

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

| | Adjusts Funding for Salary and Benefit Increases ¹ | Removes Salary Funding for Funding Pool ² | Adds Funding for Operating Expenses ³ | Reduces Funding for Cost to Continue Reimbursement Rates ⁴ | Adds Funding for New and Expanding Secondary Programs ⁵ | Removes Funding for Career Advisors ⁶ |
|-------------------------------------|---|--|--|---|--|--|
| Salaries and wages | \$85,995 | (\$543,726) | | | | |
| Operating expenses | | | \$168,000 | | | |
| Grants | | | | | \$500,000 | |
| Grants - secondary | | | | (\$500,000) | 1,500,000 | (\$500,000) |
| Marketplace for kids | | | | | | |
| STEM initiative | | | | | | |
| Adult farm management | | | | | | |
| Workforce training | | | | | | |
| Center for distance education | | | | | | |
| Statewide area career center grants | | | | | | |
| Total all funds | \$85,995 | (\$543,726) | \$168,000 | (\$500,000) | \$2,000,000 | (\$500,000) |
| Less estimated income | 10,615 | (18,894) | 0 | 0 | 500,000 | 0 |
| General fund | \$75,380 | (\$524,832) | \$168,000 | (\$500,000) | \$1,500,000 | (\$500,000) |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| | Adds Funding for Workforce Training Grants ² | Total Conference Committee Changes |
|-------------------------------------|---|------------------------------------|
| Salaries and wages | | (\$457,731) |
| Operating expenses | | 168,000 |
| Grants | | 500,000 |
| Grants - secondary | | 500,000 |
| Marketplace for kids | | |
| STEM initiative | | |
| Adult farm management | | |
| Workforce training | \$500,000 | 500,000 |
| Center for distance education | | |
| Statewide area career center grants | | |
| Total all funds | \$500,000 | \$1,210,269 |
| Less estimated income | 0 | 491,721 |
| General fund | \$500,000 | \$718,548 |
| FTE | 0.00 | 0.00 |

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

| | General Fund | Other Funds | Total |
|-----------------------------|--------------|-------------|----------|
| Salary increase | \$75,380 | \$10,964 | \$86,344 |
| Health insurance adjustment | 0 | (349) | (349) |
| Total | \$75,380 | \$10,615 | \$85,995 |

The House provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

| | General Fund | Other Funds | Total |
|----------------------|-----------------|----------------|-------------|
| New FTE positions | (\$394,874) | \$0 | (\$394,874) |
| Vacant FTE positions | (129,958) | (18,894) | (148,852) |
| Total | (\$524,832) | (\$18,894) | (\$543,726) |

³ Funding of \$168,000 is added from the general fund for operating expenses of the department. The House and Senate did not add funding for this purpose.

⁴ Funding for the cost to continue career and technical education reimbursement rates at schools (27 percent) and area career and technical centers (40 percent) is reduced by \$500,000 to provide a total of \$3.5 million from the general fund. The House and Senate provided \$4 million from the general fund.

⁵ Funding of \$2 million, of which \$1.5 million is ongoing funding from the general fund and \$500,000 is one-time funding from the strategic investment and improvements fund (SIIF), is added for new and expanding secondary career and technical education programs to provide a total of \$10 million, including \$9.5 million from the general fund.

The House provided \$8 million from the general fund. The Senate provided \$12 million from the general fund.

⁶ Funding of \$500,000 from the general fund for school district career advisors is removed. The House added \$500,000 from the general fund for the program. The Senate did not provide funding for the program.

⁷ Funding of \$500,000 is added for workforce training grants to provide a total of \$2.5 million from the general fund, the same as provided by the Senate. The House provided \$2 million, the same as the base level.

The Conference Committee:

- Did not remove \$394,874 from the general fund for 2 FTE program supervisor positions. These positions were added by the House but removed by the Senate.
- Did not add \$500,000 from the general fund for grants to schools for work-based learning coordinators. The House provided \$1.5 million from the general fund. The Senate added \$500,000 to provide a total of \$2 million from the general fund. The Conference Committee provided \$1.5 million from the general fund.
- Did not provide one-time funding from the federal Coronavirus Capital Projects Fund for career academy inflationary costs under the statewide area career center initiative grant program. The Senate provided \$26.5 million. A section identifying this funding included in the Senate version was not added by the Conference Committee.

This amendment also:

- Removes seven sections added by the House to transfer supervisory authority of the Center for Distance Education from the Department of Career and Technical Education to the Department of Public Instruction. Statutory changes necessary to authorize this change are provided in Senate Bill No. 2269. These sections were also removed by the Senate.
- Adds a section to identify one-time funding of \$500,000 from SIIF for new and expanding secondary career and technical education programs. The Senate did not add this section.
- Adds a section to provide the Department of Career and Technical Education an exemption that if funding is returned for a previously approved career academy project, the department is authorized to redistribute the funding to other existing career academy projects during the 2023-25 biennium. This section was also added by the Senate.

Insert LC: 23.0248.02005
House Carrier: Richter
Senate Carrier: Davison

- Adds a section providing that of the \$2.5 million from the general fund in the workforce training line item, the Department of Career and Technical Education distribute \$500,000 to eligible workforce training organizations for the purpose of defraying salaries and wages expenses of the organization's employees. This section was also added by the Senate.

Engrossed HB 1019 was placed on the Seventh order of business on the calendar.

TESTIMONY

HB 1019



2400 47th Avenue South, Grand Forks, ND 58201 [Phone 701-787-4872](tel:701-787-4872) [Fax 701-787-4351](tel:701-787-4351) [Email gfactc@mygfschools.org](mailto:gfactc@mygfschools.org) [Website www.gfareactc.org](http://www.gfareactc.org)

January 6, 2023

Members of the House Appropriations – Education & Energy Division:

Good morning, workforce needs for the state will be a dominant topic during this session, and Career and Technical Education (CTE) serves as a critical component in the development of our state’s workforce pipeline. CTE’s ability to provide students with career awareness, hands-on learning experiences, connections to post-secondary education, opportunities to obtain industry credentials, and alignment with industry in providing work-based learning opportunities positions CTE to engage and retain our youth within our state’s high demand career pathways.

Today’s CTE has evolved from a limited number of vocational programs into a broad system that is constantly evolving due to the changing global economy and emerging workforce needs. CTE provides students with core academic skills, job-specific technical skills, employability workplace values, career pathways, and career advancement. CTE makes a positive impact for both the Grand Forks Public Schools and member schools of the Grand Forks Area Career & Technology Center by providing relevant learning experiences for students that align with their future career goals.

Our students are developing leadership skills through their active involvement in Career Technical Student Organizations such as FFA, DECA, Skills-USA, HOSA, FBLA, FCCLA, and TSA. CTE is partnering with post-secondary to align program offerings and expand dual credit opportunities for students. Through work-based learning opportunities, industry certifications, and collaboration with industry, students are provided a competitive advantage in preparing for their future career pathway to become part of the state’s workforce pipeline.

The expansion of high quality CTE programs was evident with the statewide interest and support for the proposed CTE Centers, including the Career Impact Academy application approved to serve the Grand Forks region. HB1019 provides the critical financial support to support, and expand the availability of CTE programs to students across the state. Specifically, an increased allocation of funding being requested is critical to support the new and expanding programs of the approved CTE Centers, along with the cost to continue existing programs, is paramount to the enhancement of CTE.

As a member of the 68th Legislative Assembly, you will have the opportunity to support CTE as an investment into meeting our state’s workforce challenges. I respectfully ask your support of HB1019, which supports the goals and objectives of Career & Technical Education.

Sincerely,

Eric Ripley
Executive Director of CTE & Technology
Grand Forks Public Schools
Grand Forks Area Career & Technology Center

House Appropriations
Education and Environment Division
HB 1019
Department of Career and Technical Education
January 9, 2023

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 for House Bill 1019 or the Department of Career and Technical Education Appropriations Bill. I am following the format, as requested by Legislative Council and Chair Nathe.

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, 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. NDCC 15-19-01 allows for the operation of the Center for Distance Education, which in the 2019 Legislative Session, was placed under the authority of the State Board for Career and Technical Education.

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. One such group we work with is the Workforce Development Council. Much of what ND CTE does aligns with the themes of the North Dakota Workforce Development Council, specifically the themes of earlier and more diverse career exploration and addressing the skills gap and removing barriers to employment.

On this slide, you will see the organizational chart for the Department of Career and Technical Education. We are a flat agency, organized by program area and its respective Career and Technical Student Organization. You will also see Dr. Alyssa Martin, Director for the Center for Distance

Education listed on this organizational chart, as a direct report to me. She will explain the organization of staffing and NDCDE later in this hearing.

We have been asked to explain any finding in our most recent audit. The State Auditor's Office did have one finding. NDCTE overspent its Center for Distance Education special funds spending authority, primarily pre-purchasing online curriculum, to receive a discount from one of its vendors. The corrective action to this finding is all large expenditures must now be pre-approved by the State Director and monthly budget meetings now occur between the Center for Distance Education Director, Fiscal Manager and the CTE Fiscal Manager, to better monitor spending.

Next, we were asked to explain our accomplishments during the 2021-23 biennium. I have several slides, illustrating accomplishments through program startup and data.

The first two accomplishments focus on work-based learning. During the 2021-23 biennium, the agency developed work-based learning guidance for local High School Programs, developed a Work-Based Learning Endorsement in partnership with the Education Standards and Practices Board, and trained 21 WBL Coordinators, with 18 being endorsed by ESPB. We are seeing early success with WBL coordinators in communities such as Dunseith, Dickinson, Bismarck, and Jamestown. Students are being placed in WBL experiences, with some instances where students secure paid positions. We are in the process of planning a second round of training sessions. Related to WBL, in August 2022, the Department launched a Work-based Learning Module within its existing RUPReadyND career exploration platform. RUPReadyND is available to every student across the state. Students, 5th grade and below, have access to a resource call Jobs in Paw Land. Sixth grade on up and students enrolled in the Tribal Colleges and NDUS Institutions have access to the entire RUPReadyND platform, including the WBL module. This module will aid students to find opportunities to enhance the education experience, through placement with community employers. Employers can provide their opportunities through the RUPReadyND 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.

Next, we launched the CTE Capital Projects Grant. During the winter of 2021-22, thirteen projects were awarded a total of \$88,276,228. To date, we have only been able to disperse a small amount, due to not having access to the Coronavirus Capital Projects Fund, which is the bulk of the funding. This slide shows which projects were funded. I will discuss this further when we reach the budget portion of the presentation.

The next accomplishments I would like to show is growth in Career and Technical Education. This slide shows how new programs have come trend of the number of programs over the past six years.

Next are the enrollments of our CTE Programs and enrollment trends over the past five years. You can see that our High School enrollments continue to rise. In the 2021-22 school year, 82% of North Dakota students have enrolled in at least one CTE course, with 28% of all high school students are a CTE Concentrator. We have seen a dip in CTE enrollment and concentrator numbers in our post-secondary programs. We need to dig into the data to determine why this is occurring. Potential reasons are lower higher education enrollment in general or CTE students are enrolling into programming that we are not required to report on, such as four-year programs. Additional research needs to be done to determine this.

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 84%, but CTE students graduate at a rate of almost 97%. Native American students enrolled in CTE graduate at rate of 87%, compared to 65%. Career and Technical Education helps bring relevance and engagement, keeping students in high school.

Another accomplishment in 2021-23 is to 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, at community colleges, Area Career and Technology Centers and high schools. As you can see enrollments have declining over the past four 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.

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, sponsorships for STEM events, and the creation of a STEM Asset Map. 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 4,300 North Dakota students from 69 different school systems. And have helped support educational partnerships with over 55 University/business/industry allies, many of which were presenters/facilitators at the events. These events have increased opportunities for all students that have attended, but significantly for those from districts with limited resources. And more

importantly, they have increased STEM opportunities for underrepresented, rural, and Native American students.

Reported impacts of the events have been an increased exposure to the benefits of and excitement for STEM education and have increased awareness and pursuit of STEM careers. These events have also instilled an increased confidence in student's abilities. Some of the reported activities at these STEM days included: a star lab, flower planting, structure building, rockets, automation, how power works, how pump jacks in the oil field work, detection of elements by optical emission, intercropping, and a variety of health care activities. STEM careers represented at these events included: Civil Engineering, Precision Agriculture, Photography, Drone Technologies, and a variety of Health Careers (including Pharmaceutical and Fitness).

The grants awarded this year are well on their way to a similar outcome. Funds were also used to sponsor a STEM Expo in Fargo and will be used to sponsor an E-Sports Tournament in Grand Forks. They were also used to create an Asset Map providing information about STEM activities across the state. We look forward to hosting a STEM Day at the ND Capitol on February 9, where many of our grant recipients will showcase their programs.

Looking to the future, the ND STEM Ecosystem is developing opportunities to further utilize the expertise of its board members and increase their capacity to serve as STEM leaders in the state. We will continue to pursue partnerships with Industry that will broaden students' engagement in STEM. We are also planning a STEM conference to bring stakeholders together to explore the future of STEM in the state and to leverage resources in every region that will increase accessibility to STEM for all students.

The 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. You'll see Covid had a huge impact on Education Days in the 2020-21 school year but rebounded in 2021-22. Twelve Education Days have occurred or will be held during the 2022-23 school year, with an estimated 8,000 attendees.

Next, we were asked to determine goals for the agency.

- 1) We plan to transition to a new Program Reimbursement Platform to allow for easier use by agency and local users.
- 2) Access the CTE Capital Projects Funds and assist local projects to progress towards completion.
- 3) Move forward toward the goal of 100% of our students should be enrolled in CTE coursework. In preparation for session, we reviewed the in-demand occupation list, as selected by the Workforce Development Council, and cross walked it back to available Post-Secondary and Secondary programs. Almost every in-demand occupation can be walked back to an available Secondary program. The key is providing access to all students, no matter where they are located. Areas we are exploring expanding or creating is the educator pathway and more areas in public safety, such as law enforcement and firefighting.
- 4) Study and potentially restructure the agency's funding model, to further incentivize access to all students.
- 5) Coordinate virtual CTE Course offerings between Area Career and Technology Centers and the Center for Distance Education.
- 6) Continue to expand work-based learning opportunities through increased awareness for employers and additional training and professional development for local CTE staff.

Now I will review the agency's budget, comparing the current 2021-23 biennium budget, the 2023 - 25 Executive Budget and 2023-25 Agency Requests. I will review each line. Anything that is impacted drastically by a decision package will be discussed on the next slide.

This slide lists the submitted decision packages, which explains the variances between the current biennium's budget and the executive budget. There is also a one-pager in your packet that lists the submitted packages. The decision packages are as follows:

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. This was calculated by adding up programs we were unable to fund this current biennium due to limited funding and the historical increase in costs.

New and Expanding Programs – \$20 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 \$20 million. This will provide funding for new programs at comprehensive high schools, existing, and new Area Career and Technology Centers. The new Centers were funded with the CTE Capital Projects Grant in the 2021-23 biennium and will begin operation in the 2023-25 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. The Department of Career and Technical Education would also include in this request funds to enable the Department to fund access to a career advisor for every school district across the state. Career Advisors would support counselors by assisting students with career exploration. Currently school counselors are beyond capacity assisting students

with social and academic needs. Career Advisor's sole responsibility would be career exploration. This would fund approximately 90 career advisors across the state, both years of the biennium. \$3 million would be set aside for funding Career Advisors. This also would support legislation passed in the 2021 session that adjusted the ratio of counselors required in our schools. Career Advisors can assist in filling that ratio.

Work-Based Learning Coordinators – \$3 million

To continue to expand work-based learning opportunities, the Department of Career and Technical Education is requesting \$3 million to provide full funding for up to sixteen Work-Based Learning coordinators. The WBL Coordinators are 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.

Workforce Training – \$2 million

Due to the continuing workforce training needs of the state, TrainND is requesting an additional \$2 million in funding. Currently, the four TrainND regions have a biennial state appropriation of \$2 million. These additional funds would be used to update equipment and training to address the ever-evolving workforce needs of the state. This would also provide funding for TrainND to have a presence in parts of the state where a gap in workforce training exists. Sara Vollmer, TrainND Director for the Southeast Region will present on TrainND, later in the Hearing.

Funding for Additional FTE at Department of CTE – \$198,000 per FTE

As Career and Technical Education continues to grow, the workload for CTE staff continues to rise. Programs continue to increase in number and diversity and more alternate teachers are entering the classrooms which requires more attention of Department of CTE staff. This will provide adequate time

for the Program Area Supervisors to provide more direct technical assistance to instructors, therefore ensuring quality CTE programs, improving instructor retention, and supporting statewide Career Technical Student Organizational activities. The Department has been extremely frugal in its FTE count, decreasing staffing from 27.5 FTE in the 2013-15 biennium to 21.5 in the 2021-23 biennium. This is as lean as the agency can be and the Department now needs to look to expand to ensure we continue to provide services. The Department is requesting four additional program supervisors for our largest program areas.

Funding for Additional FTE at Center for Distance Education – \$198,000 per FTE

The Center for Distance Education is requesting funding for an additional three FTE for instructional staff for academic areas that have historically large enrollment numbers. Areas of high enrollment include Social Studies, Mathematics, Science and English. NDCDE will determine where to assign FTEs that are provided.

One-Time Optional Requests:

Continuation of New and Expanding CTE Centers – \$88,276,228

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. Due to delays in receiving the funds from the US Treasury, the funds have not been distributed. The Department is requesting a continuation of these funds into the 2023-25 Legislative session. It is also requested the Legislature consider a different funding source as the federal Coronavirus Capital Project Funds (\$68,276,228) have not been made available to the Department of Career and Technical Education.

New and Expanding CTE Centers Inflation Impact – \$40 million

Due to the delay in receipt of the federal Coronavirus Capital Projects funds and inflationary costs, grantees will be unable to deliver what was stated in the applications. The Department is requesting

\$40 million, to grant out to awarded applicants, to deliver upon their submitted and approved 2022 applications. In visiting with the grantees, they are anticipating up to a 40% increase in construction costs. Without sufficient funding, grantees will need to scale back programming. This may have a negative impact on the private sector donation pledges.

CTE Centers Not Approved in 2021-23 – \$20 million

Although thirteen different projects were funded across the state during the 2021-23 biennium, there are still gaps in the state that are not served by Area Career and Technical Education Centers. 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.

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 to Dr. Alyssa Martin, Director for the Center for Distance Education.

2023-25 Department of Career and Technical Education Legislative Priorities



For the 68th Legislative Session, the Department of Career and Technical Education has identified the following budget priorities. The requests are both increases to the agency's base budget and one-time items.

Ongoing 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 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.

New and Expanding Programs – \$23 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 \$20 million. This will provide funding for new programs at comprehensive high schools, existing, and new Area Career and Technology Centers. The new Centers were funded with the CTE Capital Projects Grant in the 2021-23 biennium and will begin operation in the 2023-25 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.

The Department of Career and Technical Education would also include in this request funds to enable the Department to fund access to a career advisor for every school district across the state. Career Advisors would support counselors by assisting students with career exploration. Currently school counselors are beyond capacity assisting students with social and academic needs. Career Advisor's sole responsibility would be career exploration. This would fund approximately 90 career advisors across the state, both years of the biennium. \$3 million would be set aside for funding Career Advisors. This also would support legislation passed in the 2021 session that adjusted the ratio of counselors required in our schools. Career Advisors can assist in filling that ratio.

Work-Based Learning Coordinators – \$3 million

To continue to expand work-based learning opportunities, the Department of Career and Technical Education is requesting \$3 million to provide full funding for up to sixteen Work-Based Learning coordinators. The WBL Coordinators are 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.

Workforce Training – \$2 million

Due to the continuing workforce training needs of the state, TrainND is requesting an additional \$2 million in funding. Currently, the four TrainND regions have a biennial state appropriation of \$2 million. These additional funds would be used to update equipment and training to address the ever evolving workforce needs of the state. This would also provide funding for TrainND to have a presence in parts of the state where a gap in workforce training exists.

Funding for Additional FTE at Department of CTE – \$198,000 per FTE

As Career and Technical Education continues to grow, the workload for CTE staff continues to rise. Programs continue to increase in number and diversity and more alternate teachers are entering the classrooms which requires more attention of Department of CTE staff. This will provide adequate time for the Program Area Supervisors to provide more direct technical assistance to instructors, therefore ensuring quality CTE programs and improving instructor retention. The Department has been extremely frugal in its FTE count, decreasing staffing from 27.5 FTE in the 2013-15 biennium to 21.5 in the 2021-23 biennium. This is as lean as the agency can be and the Department now needs to look to expand to ensure we continue to provide services. The Department is requesting four additional program supervisors for our largest program areas.

Funding for Additional FTE at Center for Distance Education – \$198,000 per FTE

The Center for Distance Education is requesting funding for an additional three FTE for instructional staff for academic areas that have historically large enrollment numbers. Areas of high enrollment include Social Studies, Mathematics, Science and English. NDCDE will determine where to assign FTEs that are provided.

One-Time Optional Requests:

Continuation of New and Expanding CTE Centers – \$88,276,228

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. Due to delays in receiving the funds from the US Treasury, the funds have not been distributed. The Department is requesting a continuation of these funds into the 2023-25 Legislative session. It is also requested the Legislature consider a different funding source as the federal Coronavirus Capital Project Funds (\$68,276,228) have not been made available to the Department of Career and Technical Education.

New and Expanding CTE Centers Inflation Impact – \$40 million

Due to the delay in receipt of the federal Coronavirus Capital Projects funds and inflationary costs, grantees will be unable to deliver what was stated in the applications. The Department is requesting \$40 million, to grant out to awarded applicants, to deliver upon their submitted and approved 2022 applications.

CTE Centers Not Approved in 2021-23 – \$20 million

Although thirteen different projects were funded across the state during the 2021-23 biennium, there are still gaps in the state that are not served by Area Career and Technical Education Centers. 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.

North Dakota Department of Career and Technical Education

2023-25 Biennium Budget House Appropriations January 9, 2023



North Dakota Century Code - NDCCTE

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



North Dakota Century Code - NDCDE

15-19-01: The state, through the Center for Distance Education, shall provide:

- Kindergarten through grade twelve courses,
- Comprehensive educational support,
- High school diplomas.

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.

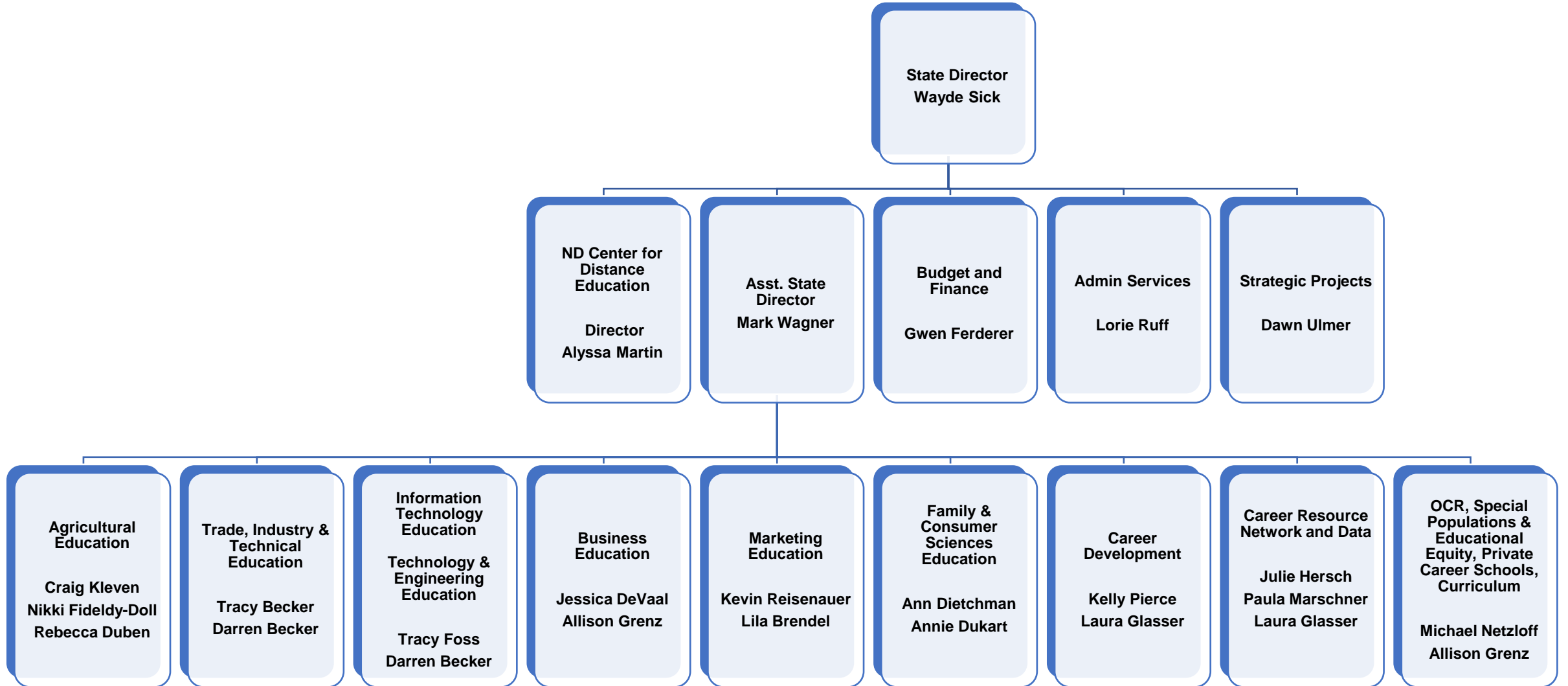


Alignment with Workforce Development Council Themes

1. Earlier & More Diverse Career Exploration and Addressing the Technical Skills Gap
2. Removing Barriers to Employment
3. Occupational Licensing Reform
4. Recruitment and Retention of Workers



NDCTE Organizational Chart



NDCTE Audit Findings

Department of Career and Technical Education Audit

Completed June 2, 2022

- 1 finding – NDCTE overspent its Center for Distance Education spending authority by \$121,225 (Special Funds).
 - \$120,000 Prepaid Online Learning Curriculum
 - \$1,225 other expenses
- Corrective Action
 - All large expenditures will be pre-approved by the State Director
 - Monthly Budget meetings between CDE Director, CDE Fiscal Manager and CTE Fiscal Manager; State Director is kept updated

2021-23 NDCTE Accomplishments

- Launch of Work-Based Learning guidance, creation of WBL Coordinator endorsement and WBL Coordinator Training (21 WBL Coordinators completed training in 2022)
- Launch of the Work-Based Learning module, within the RURReadyND.ND.gov platform
- Launch of the CTE Capital Projects Grant Program – 13 projects approved (awaiting funding from US Treasury)

CTE Capital Projects Grant

- Southwest Area Career and Technical Education Academy – Dickinson - \$10,000,000
- Bakken Area Skills Center – Watford City - \$10,000,000
- Minot Area Workforce Academy – Minot - \$10,000,000
- Career Impact Academy – Grand Forks - \$10,000,000
- Cass County Career & Technical Education Center – Fargo - \$10,000,000
- North Valley Area Career & Technology Center – Grafton - \$4,752,290
- Williston Basin Career and Technical Education Center – Williston - \$10,000,000
- Heart River Career and Technical Education Center – Mandan - \$10,000,000
- Southeast Region Career and Technology Center – Wahpeton - \$2,979,975
- Bismarck Public Schools – Bismarck - \$5,372,203
- Lake Area Career and Technology Center – Devils Lake - \$1,241,074
- James Valley Area Career and Technology Center - \$798,700
- Sheyenne Valley Area Career and Technology Center - \$3,131,986

2021-23 NDCTE Accomplishments

Growth of Programs

| | FY2018 | FY2019 | FY2020 | FY2021 | FY2022 | FY2023 |
|----------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | <u>Budget</u> | <u>Budget</u> | <u>Budget</u> | <u>Budget</u> | <u>Budget</u> | <u>Budget</u> |
| | | | | | | |
| | Programs | Programs | Programs | Programs | Programs | Programs |
| Agriculture | 86 | 93 | 91 | 90 | 91 | 94 |
| Business Education | 89 | 87 | 89 | 92 | 85 | 96 |
| Career Development | 75 | 79 | 93 | 95 | 94 | 96 |
| FACS Sciences/Occupational | 111 | 112 | 108 | 112 | 104 | 111 |
| Health Sciences | 25 | 26 | 25 | 26 | 28 | 28 |
| Information Technology | 13 | 13 | 12 | 14 | 16 | 16 |
| Local Administration | 15 | 14 | 14 | 15 | 16 | 16 |
| Marketing Education | 23 | 25 | 26 | 25 | 26 | 26 |
| Tech & Engineering | 48 | 47 | 47 | 47 | 44 | 44 |
| Trade & Industry | 70 | 77 | 75 | 77 | 82 | 82 |
| | 555 | 573 | 580 | 593 | 586 | 609 |

2021-23 NDCTE Accomplishments

Secondary (9-12)

- 25,604 (20-21) and 27,198 (21-22) Enrolled
- 8,648 (20-21) and 9,444 (21-22) Concentrators
 - 82% of all 9-12 Grade Students Enroll in a CTE course
 - 28% of all 9-12 Grade Students are CTE Concentrators

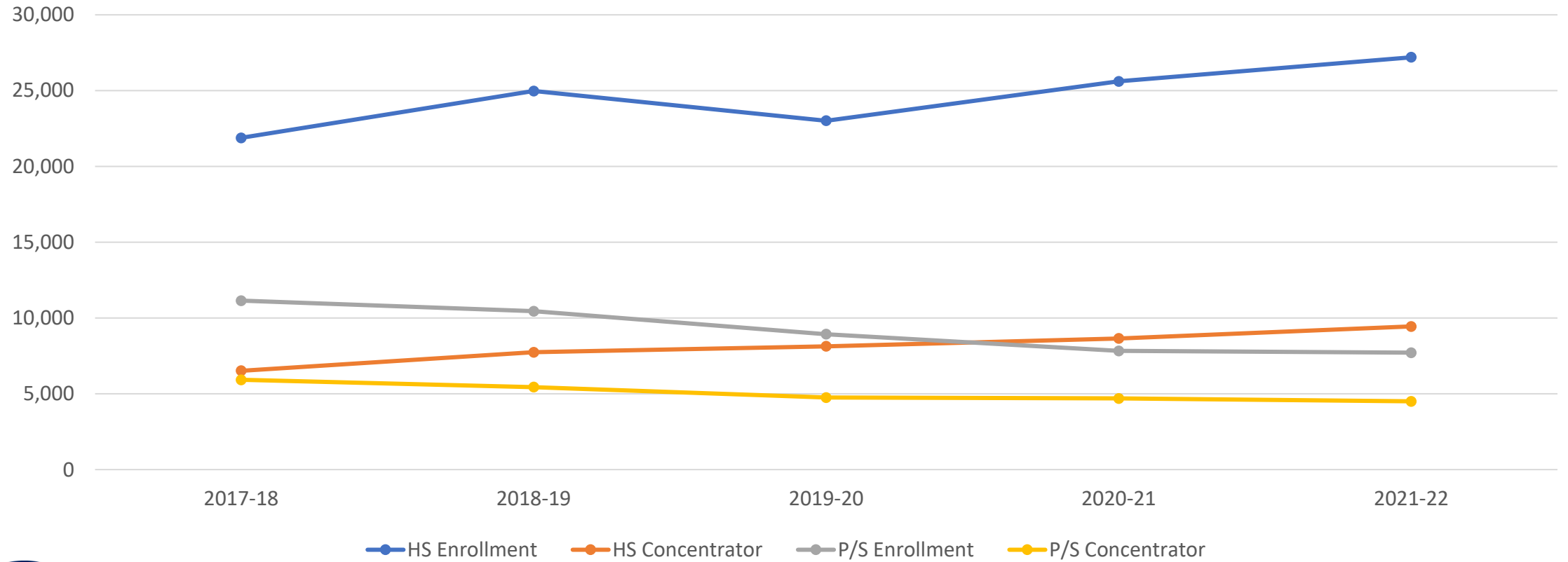
Postsecondary

- 7,831 (20-21) and 7,714 (21-22) Enrolled
- 4,695 (20-21) and 4,500 (21-22) Concentrators



2021-23 NDCTE Accomplishments

CTE Enrollment and Concentrator Trends



2021-23 NDCTE Accomplishments

96.97% In 2022, 96.97% of CTE Concentrators in North Dakota graduated on time compared to 84% of all high school students.

| | 2019-20 | | 2020-21 | | 2021-22 | |
|-------------------------------------|------------|-------------------|------------|-------------------|------------|-------------------|
| | Statewide | CTE Concentrators | Statewide | CTE Concentrators | Statewide | CTE Concentrators |
| Four Year Graduation Rate | 89% | 98.13% | 87% | 96.01% | 84% | 96.97% |
| Demographics | | | | | | |
| Asian American | 90% | 97.14% | 84% | 93.94% | 86% | 100% |
| Black | 82% | 96.43% | 81% | 87.18% | 71% | 91.43% |
| Hispanic | 78% | 95.19% | 73% | 90.76% | 72% | 94.89% |
| Native American | 73% | 96.67% | 70% | 88.41% | 65% | 87.56% |
| Native Hawaiian or Pacific Islander | 75% | 88.89% | 74% | 100% | 72% | 100% |
| White | 92% | 98.44% | 91% | 97.13% | 89% | 97.95% |

Farm Management Education

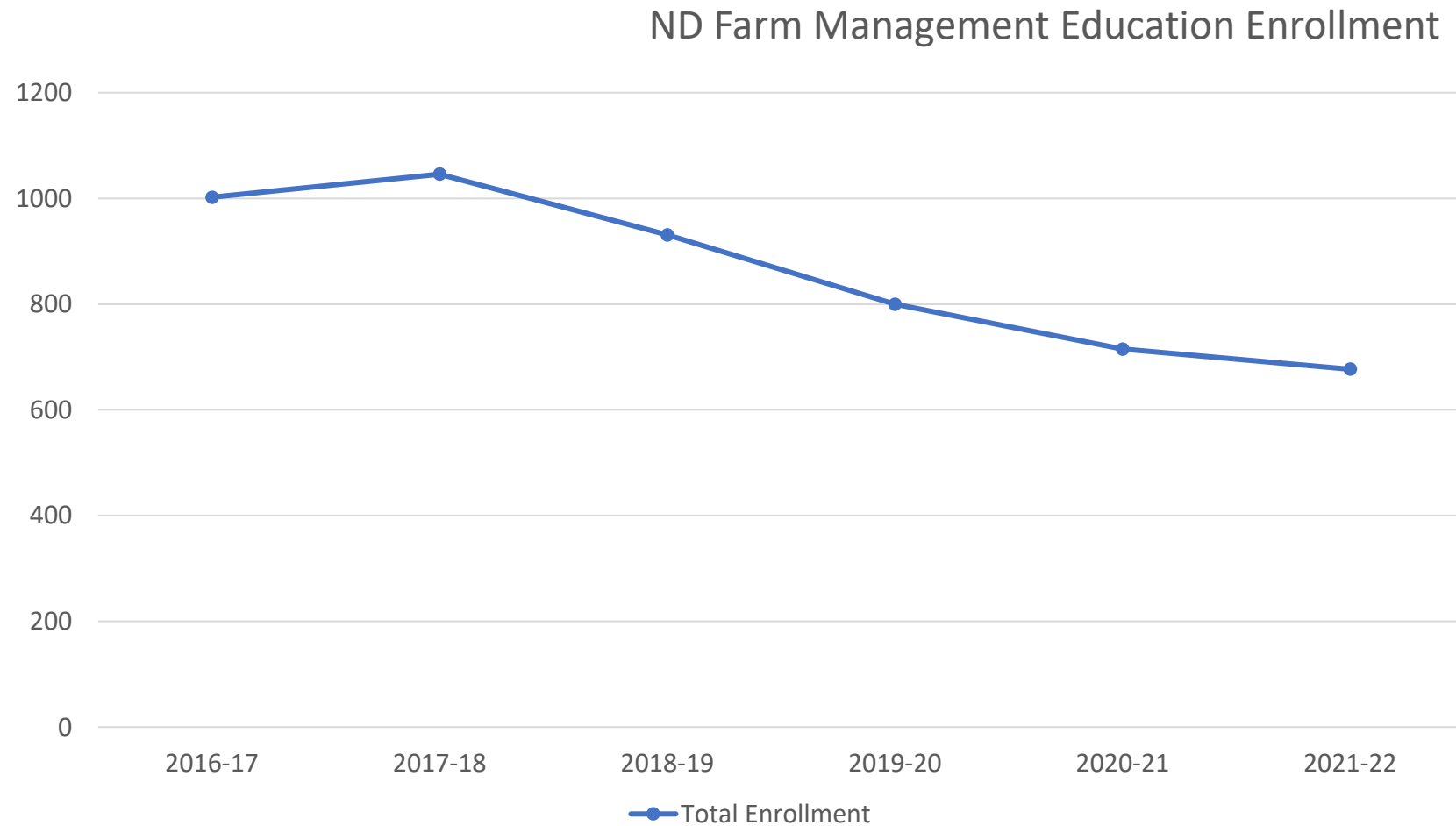
North Dakota Farm Management Education Programs are designed to provide education to farm owners and operators or persons interested in farming.

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.



2021-23 NDCTE Accomplishments

North Dakota Farm Management Education



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

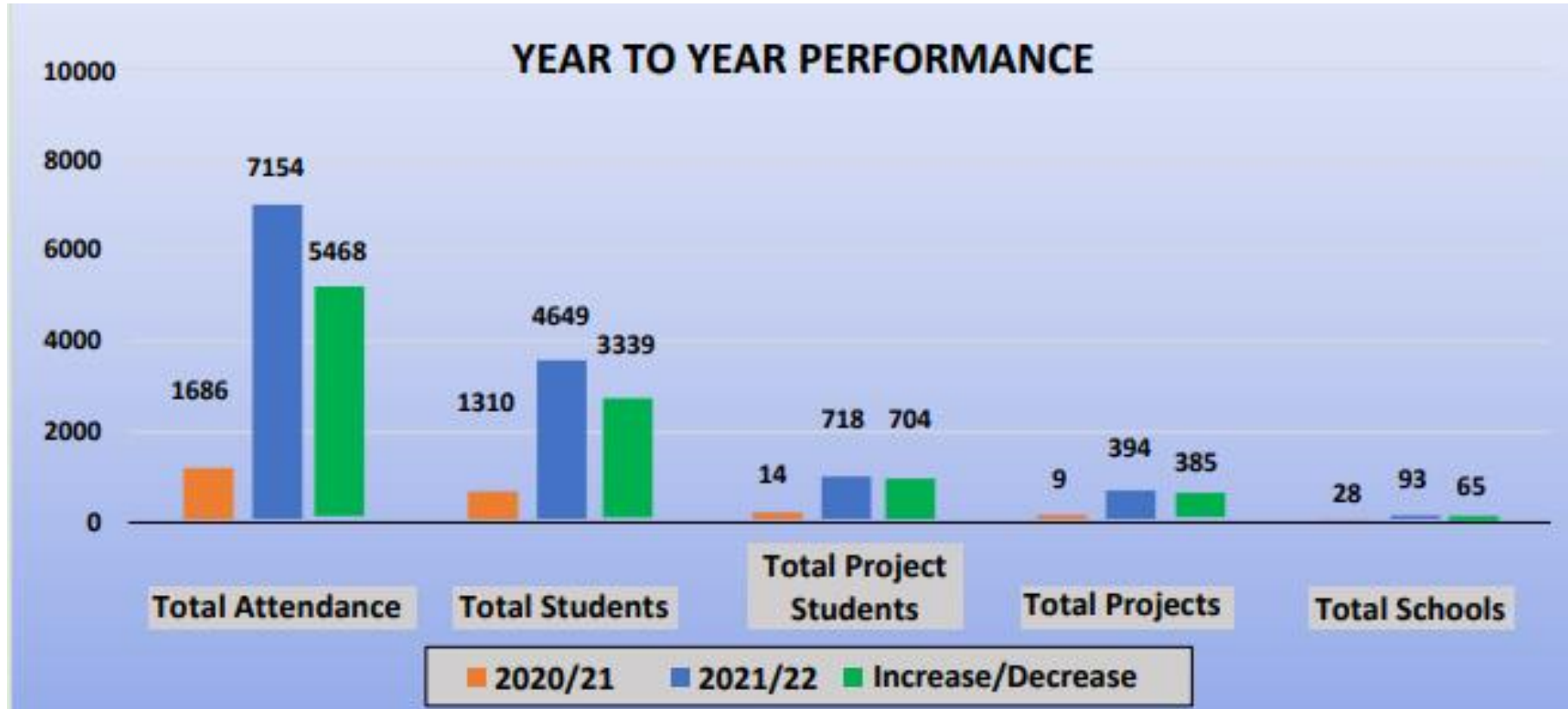
| Regional STEM Days for students | | | | | |
|---------------------------------|---------------|-------------|---------------|-----------------------|---------------|
| | Total Granted | # of Grants | # of Students | # of School Districts | # of Partners |
| 2022 | \$27,640 | 9 | 4385 | 69 | 55 |
| 2023 (to date) | \$13,072 | 4 | ~950 | ~30 | ~25 |
| *\$35,000 Allocated | | | | | |
| Event Sponsorships | | | | | |
| 2023 | Totals | # of Days | # of Students | # of Districts | # of Partners |
| STEM Expo | \$3,168 | 1 | 150 | 12 | 3 |
| eSport Tournament | \$2,500 | 2 | ~150+ | TBD | ~10 |
| Other | | | | | |
| Asset Map | \$16,500 | | | | |
| Total Allocated | \$84,808 | | | | |

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



2023-25 CTE Goals and Opportunities

- Transition to a new Program Reimbursement Platform (WebGrants)
- Access CTE Capital Projects Funds and assist local projects to progress towards completion.
- Increase enrollment and CTE concentrator numbers
- Study and potentially restructure CTE funding model
- Coordinate Virtual CTE between CTE Virtual Centers and the Center for Distance Education
- Expand Work-based Learning Opportunities through additional WBL coordinators

Base Budget Comparisons

| Budget Line Items | 2021-23 | 23-25 Executive Budget | 23-25 Agency Request |
|-------------------------------|--------------|------------------------|----------------------|
| Salaries | \$4,643,906 | \$5,527,937 | \$5,471,080 |
| Operating Expenses | \$2,198,453 | \$2,878,350 | \$2,698,453 |
| Grants - Secondary | \$26,837,780 | \$46,837,780 | \$56,837,780 |
| Grants - Federal | \$9,507,349 | \$11,507,349 | \$11,507,349 |
| Grants - STEM | \$100,000 | \$100,000 | \$100,000 |
| ND Farm Management Education | \$1,706,138 | \$1,706,138 | \$1,706,138 |
| Workforce Training | \$2,000,000 | \$2,000,000 | \$4,000,000 |
| Marketplace for Kids | \$300,000 | \$300,000 | \$300,000 |
| Center for Distance Education | \$9,461,254 | \$11,700,231 | \$11,504,024 |
| Total Funds | \$56,754,880 | \$82,557,785 | \$94,124,824 |
| General Funds | \$41,735,063 | \$63,507,771 | \$75,133,615 |
| Federal Funds | \$11,814,843 | \$14,345,040 | \$14,286,235 |
| Special Funds | \$3,204,974 | \$4,704,974 | \$4,704,974 |
| Total Funding | \$56,754,880 | \$82,557,785 | \$75,133,615 |
| FTE Count | 50.3 | 53.3 | 57.3 |

Decision Package Requests – 2023-25

| Budget Line Items | Agency Requested | Executive Budget |
|--|------------------|----------------------|
| Cost to Continue – Secondary Grants – Add to Base | \$4,000,000 | \$4,000,000 |
| New and Expanding – Secondary Grants – Add to Base | \$23,000,000 | \$13,000,000 |
| WBL Coordinators – Secondary Grants – Add to Base | \$3,000,000 | \$3,000,000 |
| Perkins V Increase – Grants – Add to Base | \$2,000,000 | \$2,000,000 |
| Carryover CTE Center Grant – One Time | \$88,276,228 | Loan Authority – BND |
| Inflationary/Overage CTE Center Grant – One Time | \$40,000,000 | Loan Authority – BND |
| Continue CTE Center Grant Initiative – One Time | \$20,000,000 | \$0 |
| Perkins V Transfer - Operating | \$500,000 | \$500,000 |
| Workforce Training – TrainND | \$4,000,000 | \$2,000,000 |
| Maintain CDE Special Funds Authority | \$1,500,000 | \$1,500,000 |
| Additional FTE – CTE and CDE | 7 | 3 |

OUR MISSION STATEMENT

The Center for Distance Education's (CDE) mission is to provide virtual education to support North Dakota's K-12 schools. It offers all students access to extensive educational opportunities, allowing them to achieve their personal goals and reach their full potential. CDE is innovative and quality-focused in its approach to educational delivery and its scope of services to foster the strength of North Dakota's future.



Learning

Operations



DR. TONYA GREYWIND
Assistant Director

Oversees **two FTEs** and all elementary adjuncts. Manages elementary program, dual credit, SmartLabs, and driver's education.

STEVE RING
Business Manager

Oversees finances, facilities, and risk management.

LAURIE TUMA
Office Manager

Oversees **one FTE**; serves as HR liaison to HRMS and manages enrollment operations.

DR. ALYSSA MARTIN
DIRECTOR

JOHN STRUCHYNSKI
Technology Director

Oversees **three FTEs** who support all technology operations.

MIKE MILLER
LMS Director

Oversees **two FTEs**. Manages curriculum selection and integration into LMS.

JENIFER MASTRUD
Principal

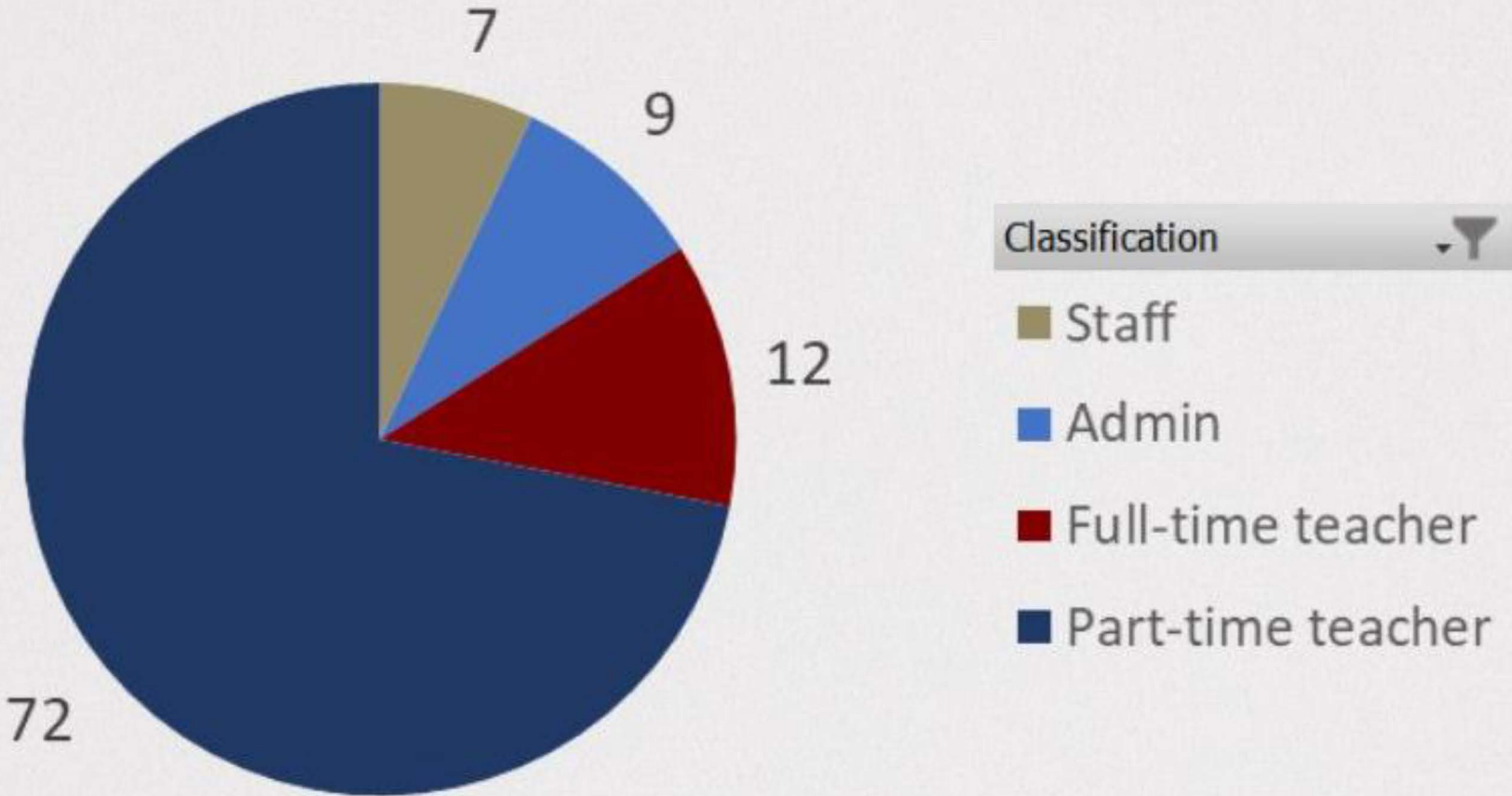
Oversees 6-12 education, including **12 FT teachers** and the **assistant principal** who oversees **72 adjuncts**.

JOCELYN KOLLE
Counselor

Oversees high school diploma program with approximately 80 students annually.

Technology

CDE's Workforce Composition





Founded in 1935 as the Department of
Correspondence Study

2007 became the ND Center for Distance
Education (CDE); in 2019 moved under the ND
Center for Career and Technical Education (CTE)

Governed by our own section of Century Code:
NDCC 15-19 and the CTE board



Our History





What Makes Us Unique



Asynchronous Learning; Students enroll and complete anytime.

Complete K-12 curriculum, diploma program, CTE courses, and dual credit--help fill teacher shortage areas.

Complement and support educational services provided by LEAs

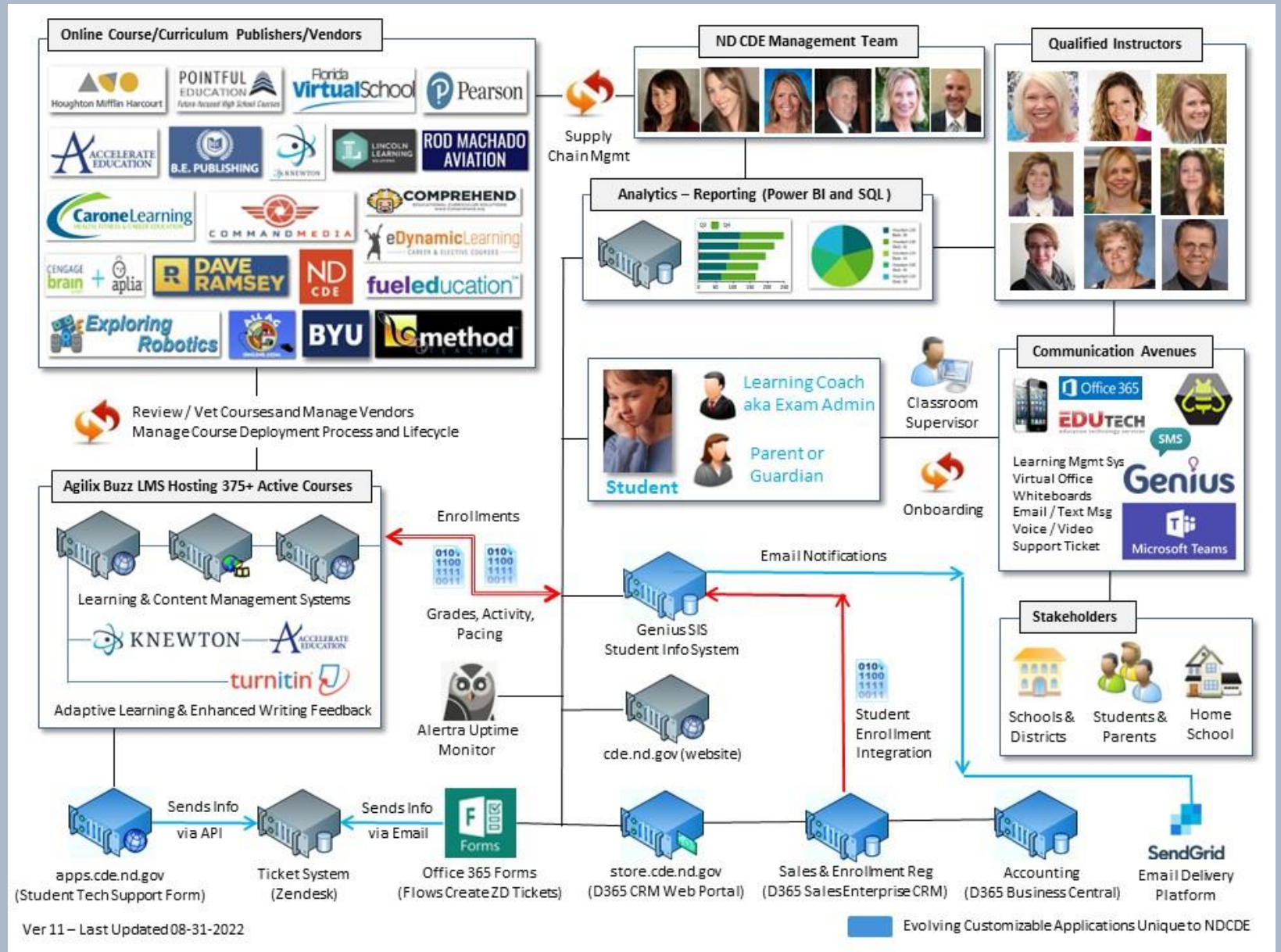
Teachers trained in online learning, including how to engage and motivate online learners; high teacher retention rate

Other services: SmartLabs and driver's education

70% of funding through the state and 30% through tuition



Ecosystem



KEY SERVICES

CORE COURSES

GRADES K-12

CDE offers a full menu of courses required for school approval and graduation under state law.

CTE COURSES

GRADES 6-12

CDE delivers over 100 CTE courses in areas such as agriculture, technology, healthcare, business, and education.

SMARTLABS

K-COLLEGE

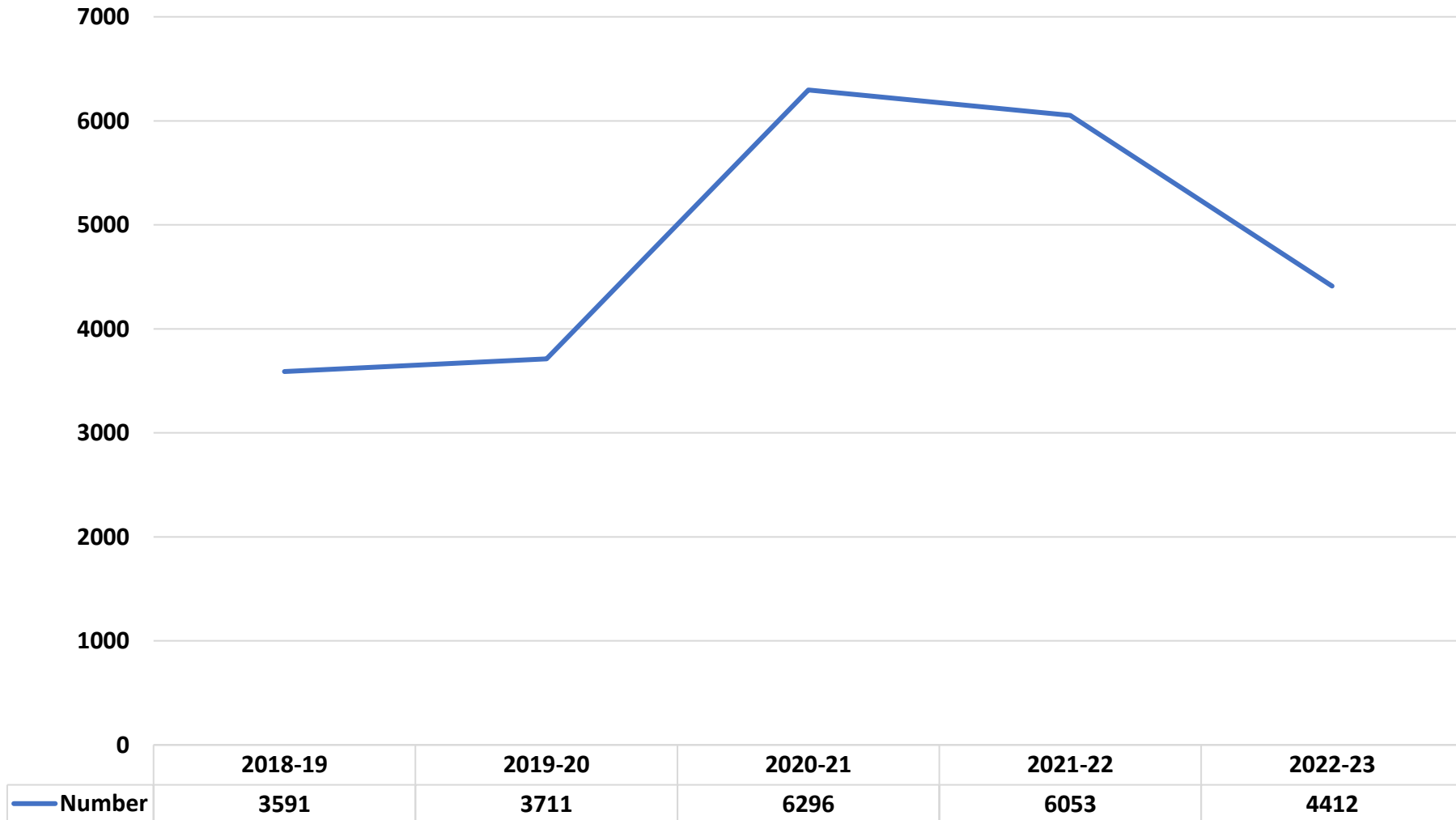
CDE reaches 4300 learners with SmartLabs in 24 schools and 1 university. CDE provides installation, support, and curriculum for these labs.

OTHER SERVICES

GRADES K-12

CDE offers courses in fine arts, foreign languages, music, and dual credit. It has a diploma program and hosts driver's education courses for instructors statewide.

Fall Enrollments by Year



Tuition

During the 21-23 biennium, CDE has raised \$2.7m*, with six months remaining.

*Includes all revenues (Tuition, SmartLabs, Driver's Education)

STANDARD

\$189 /Course

- ✓ Paid by families & non-SOS members
- ✓ Standard rate across all K-12 classes
- ✓ 5.6% increase from last session

SOS DISCOUNT

\$159 /Course

- ✓ Must be a current member in Small Organized Schools
- ✓ Currently, 149 members
- ✓ Price break intended to reduce access barriers

OUT OF STATE

\$259 /Course

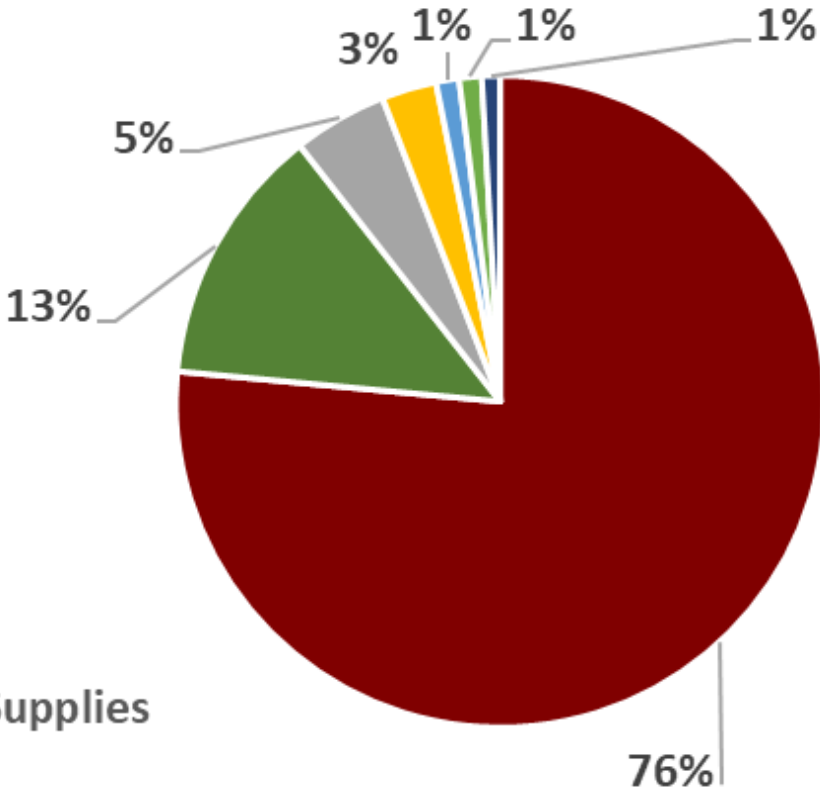
- ✓ Subsidizes CDE revenue
- ✓ Cost is \$299 for AG courses
- ✓ Accounted for 7% of CDE revenue in 21-22

DUAL CREDIT

\$154 /Credit

- ✓ NDUS Rate
- ✓ Currently, six classes available
- ✓ .4% of CDE's 21-22 enrollments

Expenditures by Category



- Salaries
- Curriculum
- Tech Services, Equipment, & Supplies
- Building & Grounds
- Travel
- Operating Fees & Misc. Expenses
- Dues & Professional Development

23-25 FISCAL REQUEST

| Line-Item Request and Comparison Summary | | | | |
|--|---------------------|--------------------------|---------------------------|-------------------------------------|
| Description | 2021-23 Budgeted | 2023-25 CDE Requested | % Increase or Decrease | 2023-25 Executive Recommended |
| Salaries | \$6,411,254.00 | \$8,454,024.00 | 31.9% | \$8,650,231 |
| Permanent | 3,384,679 | 4,130,266 | 22% | 4,221,928 |
| Temporary | 1,108,396 | 2,235,960 | 101.7% | 2,235,960 |
| Fringe Benefits | 1,918,179 | 2,087,798 | 8.8% | 2,192,343 |
| Operating Expenses | \$3,050,000.00 | \$3,050,000.00 | 0% | \$3,050,000.00 |
| Total | \$9,461,254.00 | \$11,504,024.00 | 21.6% | \$11,700,231.00 |

| Sources of revenue | | | | |
|---|---|----------------|--|----------------|
| General Fund | \$6,461,254.00 | \$7,004,024.00 | 8.4% | \$7,200,231.00 |
| Special Spending Authority (Raised through Tuition Paid by Local Schools and Students) | \$3,00,000.00; Emergency Commission approved an additional \$1.5m | \$4,500,000.00 | 0% (based on E.C. approval); 50% based on 21-23 legislative approval | \$4,500,000.00 |

STRATEGIC GOALS

01

INCREASE COURSE QUALITY

- Review all courses for state standards alignment
- Develop a comprehensive assessment plan and annual outcomes report to help guide specific goals
- Move to standards-based grading

02

EXPAND DUAL CREDIT

- Increase enrollment and course offerings by 250%
- Establish dual credit pathways to offer all ND students cohesively structured college credit bundles
- Provide dual credit opportunities to CDE's out-of-state students

03

EXPAND COURSES IN HIGH-NEEDS AREAS

- Develop curriculum in Native Languages
- Work with NDDTSEA to bring driver's education in-house
- Enhance and expand computer science and cybersecurity courses
- Review DPI shortage data annually to identify more opportunities

04

EXPAND UTILITY OF KEY SERVICES

- Identify mechanisms by which elementary program can become an instructional support program to LEAs
- Seek avenues to increase enrollments in technology courses
- Phase out CTE courses that are outdated to expand capacity to offer courses aimed at preparing the future workforce

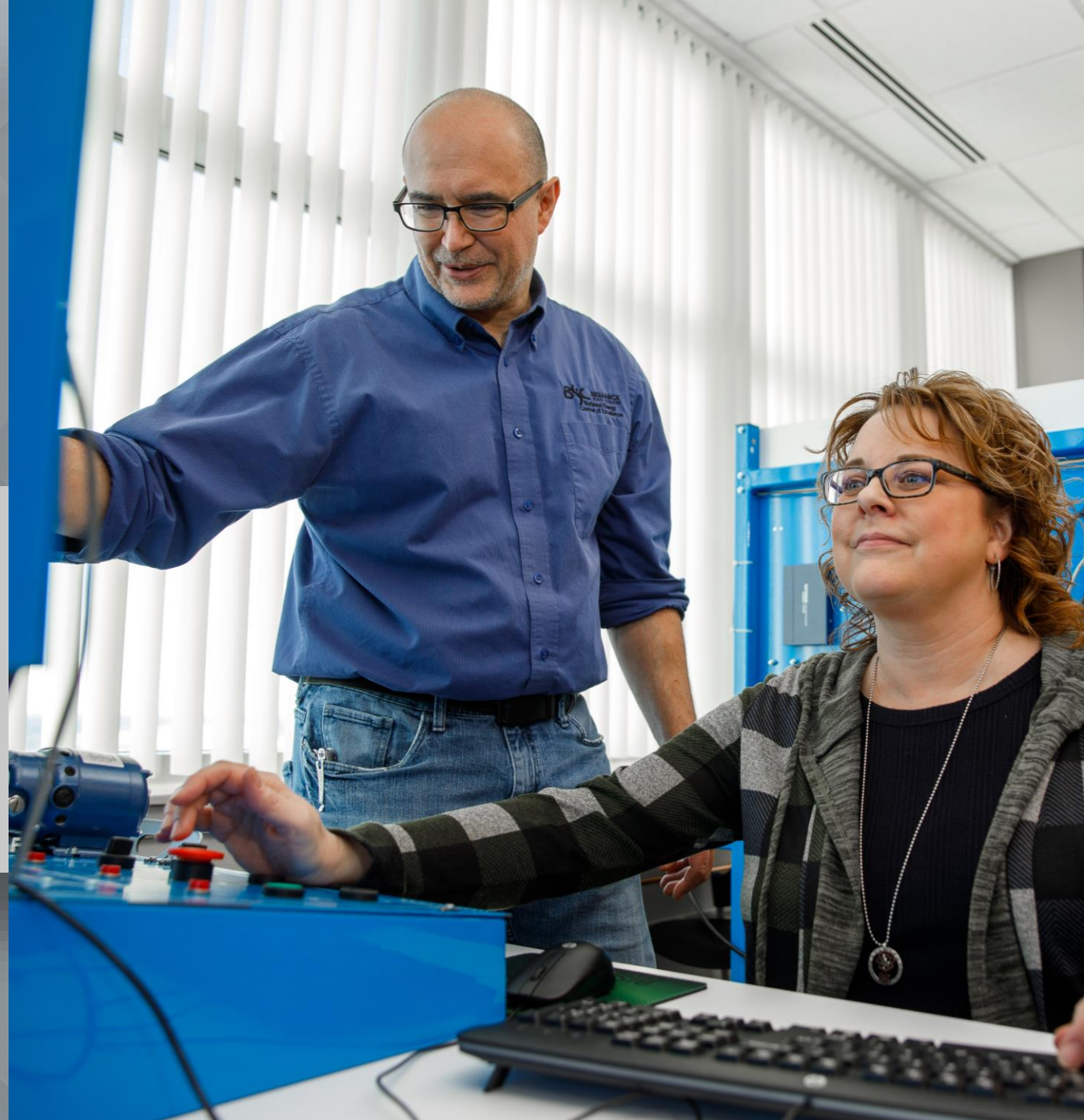
[trainND]

SHOWCASE & HIGHLIGHTS

PRESENTED BY SARA VOLLMER | DEAN, CONTINUING EDUCATION

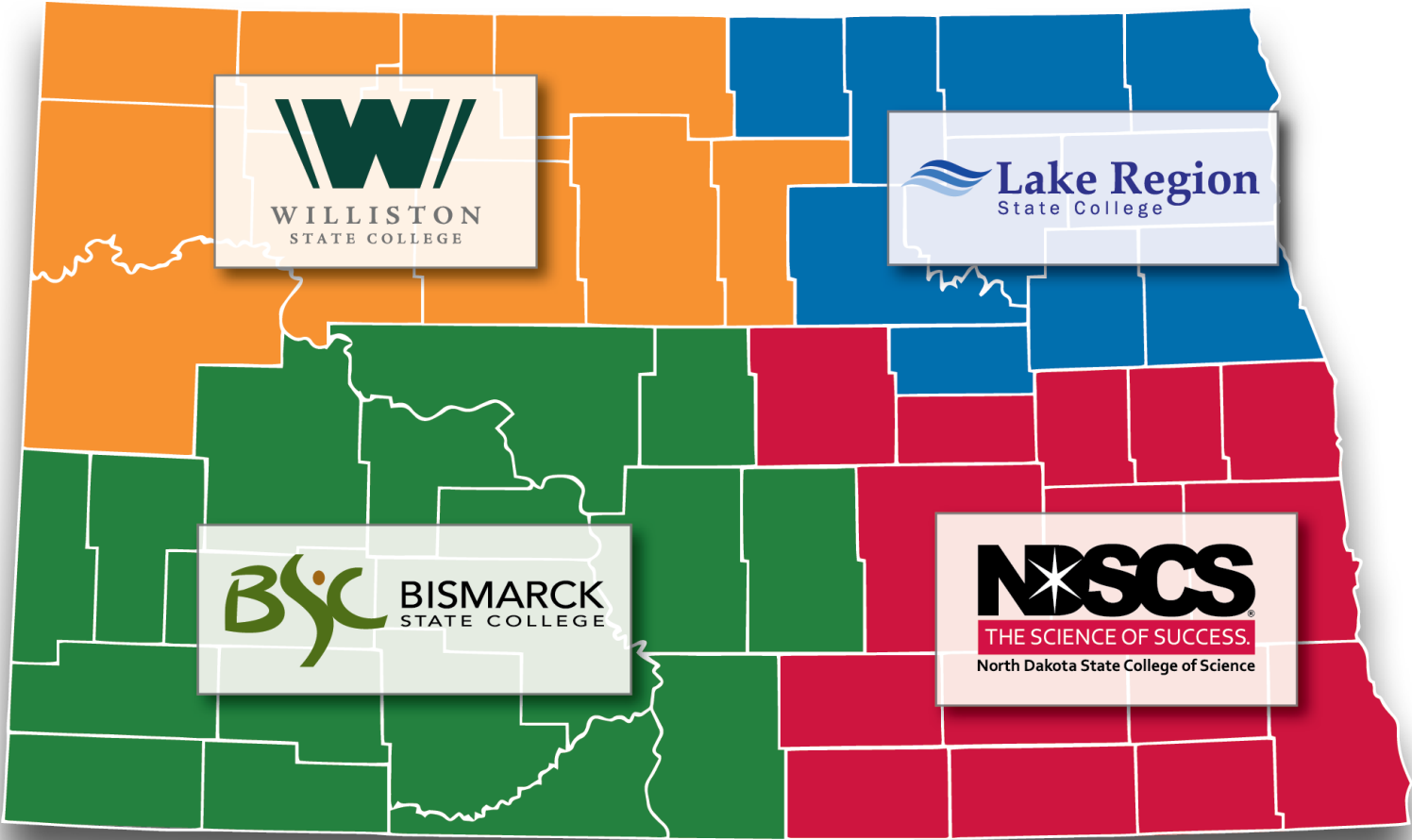
trainND

COLLABORATIVE NETWORK

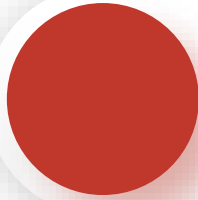
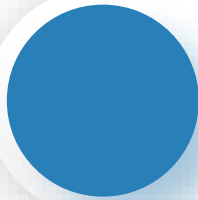
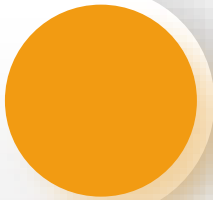


History of TrainND

TrainND Collaborative Network



Who Are We?



trainND




&

THE WORKFORCE



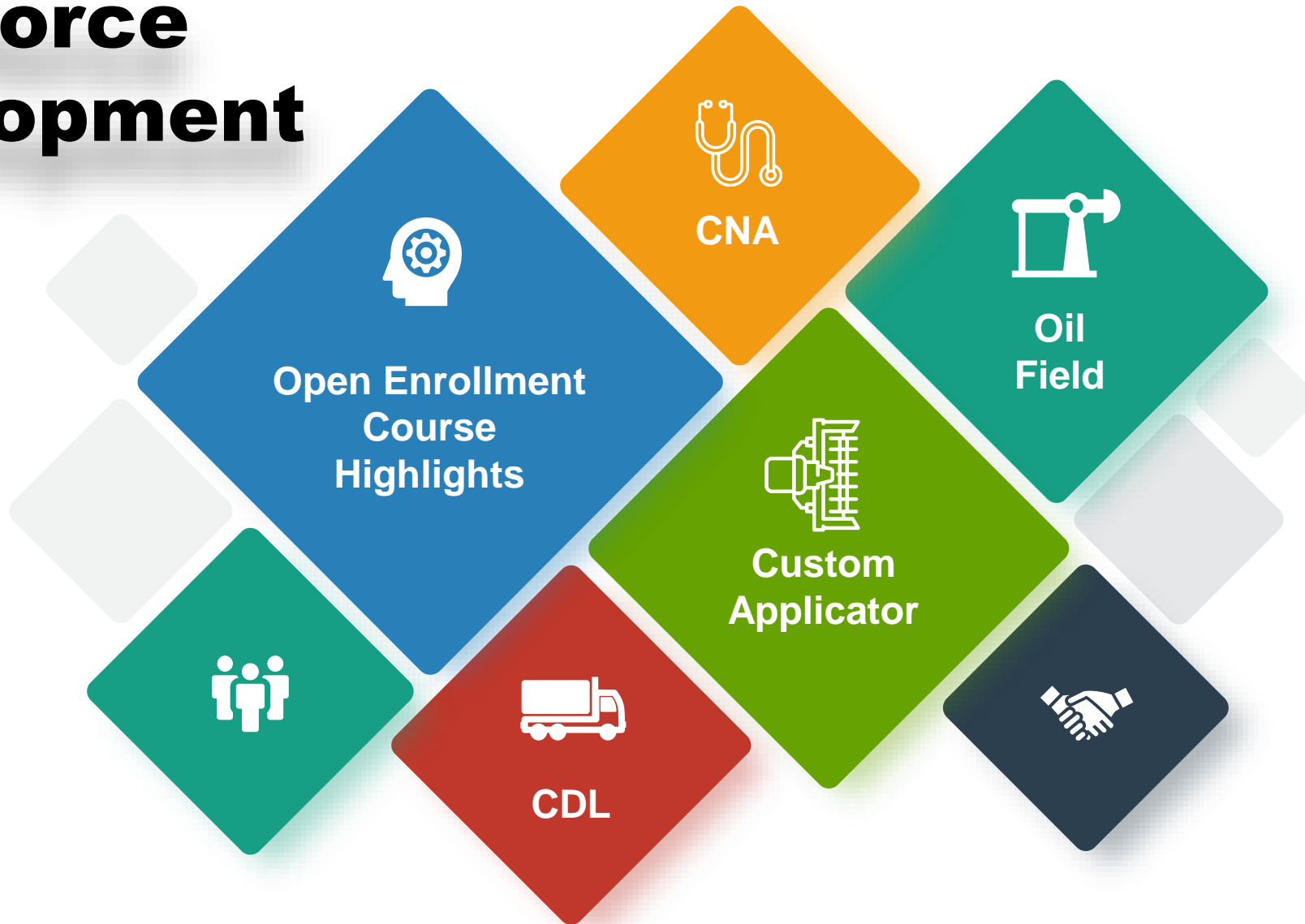
Workforce Needs



-  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



Annual TrainND Numbers & Highlights



1,729

Businesses
Served



14,468

Unduplicated
Participants



206,378

Contact
Hours



\$5,104,633

Total
Revenue




trainND


& THE OPPORTUNITIES



The Ask



\$2M
Current Funding
For the biennium
since FY2018



\$4M
Requesting
Helps TrainND
Respond to ND's
workforce needs



Industry Demands



Incumbent
Worker Training



Career Pathways



Economic Health



**Thank you.
Any questions?**





North Dakota Department of Career and Technical Education
 600 E Boulevard Ave Bismarck ND 58505 (701) 328-3180 www.cte.nd.gov

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:

- 609 secondary programs serving 27,198 students and
- 208 postsecondary programs serving 7,714 students.



School Year 2022

NDCTE met all Perkins V Quality performance measures in the Secondary and Postsecondary areas:

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

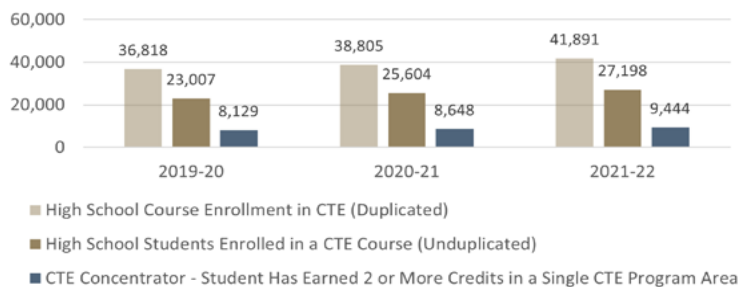
Postsecondary

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

96.97% In 2022, 96.97% of CTE Concentrators in North Dakota graduated on time compared to 84% of all high school students.

| | 2019-20 | | 2020-21 | | 2021-22 | |
|-------------------------------------|------------|-------------------|------------|-------------------|------------|-------------------|
| | Statewide | CTE Concentrators | Statewide | CTE Concentrators | Statewide | CTE Concentrators |
| Four Year Graduation Rate | 89% | 98.13% | 87% | 96.01% | 84% | 96.97% |
| Demographics | | | | | | |
| Asian American | 90% | 97.14% | 84% | 93.94% | 86% | 100% |
| Black | 82% | 96.43% | 81% | 87.18% | 71% | 91.43% |
| Hispanic | 78% | 95.19% | 73% | 90.76% | 72% | 94.89% |
| Native American | 73% | 96.67% | 70% | 88.41% | 65% | 87.56% |
| Native Hawaiian or Pacific Islander | 75% | 88.89% | 74% | 100% | 72% | 100% |
| White | 92% | 98.44% | 91% | 97.13% | 89% | 97.95% |

Statewide Enrollment



High School course enrollment in CTE is **41,891**

(Duplicated Count)

27,198 or **82%** 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 | | 2021-22 STARS Data (Duplicated) Grades 9-12 | 2021-22 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. | | 6,061 | 3,328 |
| 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. | | 9,484 | 10,286 |
| 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. | | 11,789 | 8,907 |
| 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. | | 1,430 | 81 |
| 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. | | 2,798 | 0 |
| Technology & Engineering Education Provides leadership, support, and curriculum integration for state technology and engineering programs and the Technology Student Association (TSA) CTSO. | | 3,534 | 1,918 |
| 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 | 3,794 | 0 |
| | Health Sciences | 3,001 | 2 |
| Totals | | 41,891 | 24,522 |

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 RUPrepareND.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.RUPrepareND.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 establishment of thirteen additional CTE Centers and facilities.

Provides the opportunity for students to take CTE courses through online and ITV delivery.

Online Delivery

- 8 Transmitting Schools
- 91 Receiving Schools
- 54 Types of Classes Taken
- 1,325 students enrolled in CTE courses delivered online in school year 2022-23

ITV Delivery

- 7 Transmitting Schools
- 49 Receiving Schools
- 20 Types of Classes Taken
- 306 Students enrolled in CTE courses delivered through ITV in school year 2022-23

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 | | 2017-18 | 2018-19 | 2019-20 | 2020-21* | 2021-22 |
|------------------------------|----------|---------------|---------------|---------------|---------------|---------------|
| DECA - High School | Chapters | 21 | 24 | 24 | 23 | 25 |
| | Members | 788 | 958 | 917 | 708 | 89 |
| DECA - Collegiate | Chapters | 9 | 9 | 9 | 9 | 9 |
| | Members | 186 | 201 | 205 | 143 | 172 |
| FBLA - High School | Chapters | 63 | 64 | 69 | 63 | 63 |
| | Members | 1,487 | 1,525 | 1,503 | 1,081 | 1,022 |
| FBLA - Middle School | Chapters | 10 | 12 | 15 | 10 | 21 |
| | Members | 109 | 95 | 99 | 61 | 160 |
| FBLA - Collegiate | Chapters | 6 | 6 | 4 | 3 | 4 |
| | Members | 79 | 50 | 25 | 21 | 32 |
| FCCLA | Chapters | 74 | 72 | 72 | 64 | 72 |
| | Members | 1,583 | 1,533 | 1,432 | 1,186 | 1,560 |
| FFA | Chapters | 87 | 88 | 90 | 85 | 93 |
| | Members | 5,743 | 6,147 | 6,227 | 6,252 | 7,141 |
| SkillsUSA | Chapters | 23 | 26 | 26 | 30 | 23 |
| | Members | 743 | 735 | 699 | 339 | 495 |
| TSA | Chapters | 24 | 21 | 25 | 17 | 16 |
| | Members | 307 | 337 | 321 | 196 | 184 |
| Total Chapters | | 317 | 322 | 334 | 304* | 326 |
| Total Members | | 11,025 | 11,581 | 11,428 | 9,987* | 10,855 |

*COVID-19 Impacted School Year



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.

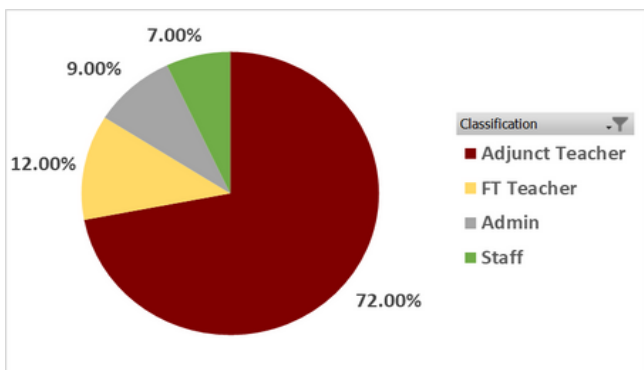


SkillsUSA's mission is to empower its members to become world-class workers, leaders and responsible American citizens.



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

BY THE NUMBERS



EMPLOYEES

CDE has **28** full-time, regular employees. Twelve of them are full-time teachers. CDE currently employs **72** temporary teachers who primarily work on a part-time basis.

COMPENSATION

\$65K

CDE's average salary for all regular, full-time staff

\$59K

CDE's average salary for all regular, full-time teachers (work year-round).

\$25.77

CDE's average hourly salary for adjuncts.

16.75%

CDE's contribution to TFFR for full-time and part-time teachers.

11.0%

CDE's contribution to PERs retirement for full-time, regular staff.

BUDGET FACTS

During the 21-23 biennium, CDE received **\$6.46m** from the **general fund**. The remainder of our budget was raised through **tuition** paid by school districts or students' families. As a result of the pandemic, CDE requested the ability to raise and expend an additional \$1.5m from the Emergency Commission, bringing our **special spending authority** to **\$4.5m**.

CDE SPENDING IN 21-23



23-25 BIENNIUM REQUESTS

\$7M

General fund dollars requested by CDE. It plans to use the increase to fund 3 FTEs based on enrollment growth.

\$4.5M

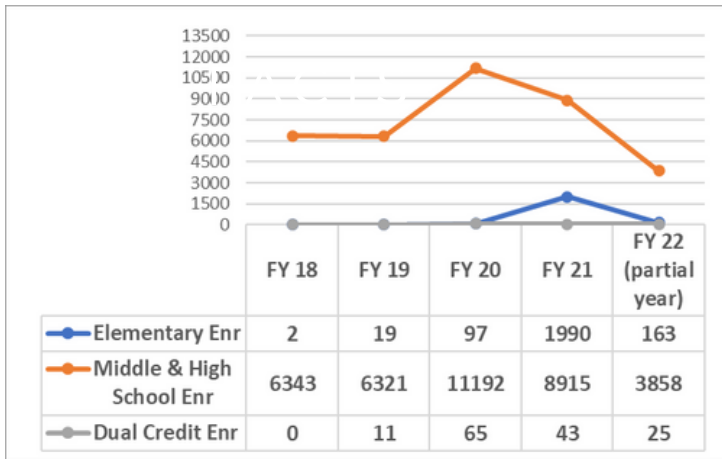
Special Spending Authority requested by CDE; funds will be raised through tuition and will be used to increase adjunct pay.

8.4%

The percentage increase of General Fund dollars requested by CDE for the 23-25 biennium.

NDCDE By the Numbers, cont.

ENROLLMENTS

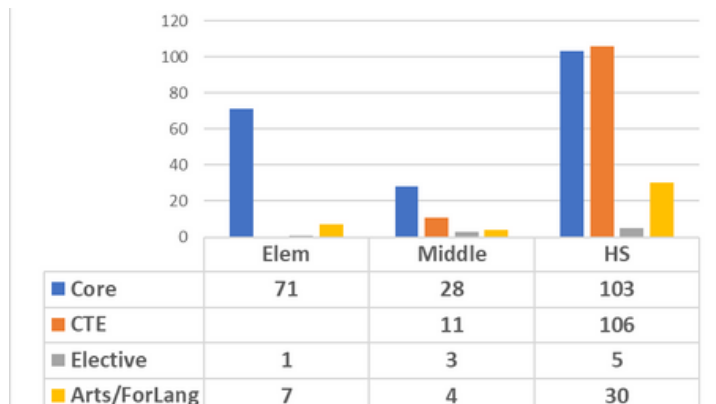


CDE measures its growth in enrollments rather than head counts because enrollments are the basis for determining revenue and budgeting, specifically for understanding our adjunct needs. Most students take only one to two courses from CDE, and depending on which classes have enrollments, we activate different portions of our adjunct workforce. Our **FT teaching load** is **300 enrollments** per calendar year, and the **PT adjunct teaching load** is **160 enrollments** per calendar year.

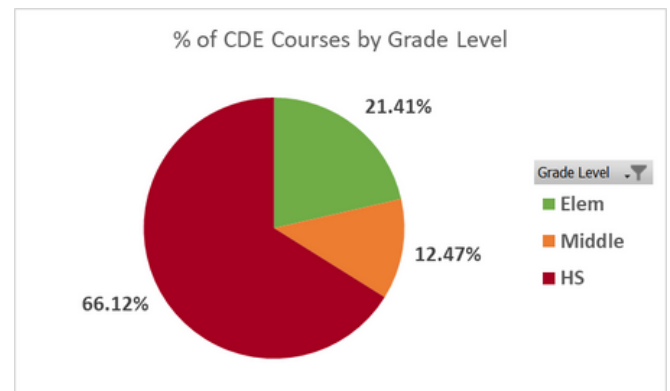
During the pandemic, enrollment trends peaked, and CDE began offering full K-5 education in response to requests from ND school districts. Enrollment has now stabilized but remains **22% higher than in 2019**, our baseline for analyzing enrollments without the pandemic impact.

CDE DELIVERY MODEL & COURSES

CDE delivers its classes online and **asynchronously**. Students may enroll and finish courses at any time based on their schedules and personal learning needs. CDE allows students up to **20 weeks** to complete each course. Teachers are expected to return all student correspondence within **24 hours**, and grade submitted assignments within **3 days**. Teachers meet with students as needed and at least weekly in our elementary program.



NUMBER OF COURSES BY GRADE LEVEL & TYPE



% OF CDE COURSES BY GRADE LEVEL

TUITION INFORMATION

\$189

Standard tuition rate assessed per CDE course. Each course is typically 1/2 a credit. Dual credit is assessed at the NDUS-approved rate per credit.

\$159

Amount paid by Small Organized Schools for a CDE course.

\$285

Standard tuition rate assessed to out-of-state students per CDE course.



House Appropriations Committee: Education and Environment Division – HB 1019
Representative Mike Nathe, Chair
January 9, 2023

Chairman Nathe, Members of the Committee:

My name is Brian Ritter and I'm President of the Bismarck Mandan Chamber EDC. Please accept the following testimony on behalf of our organization's more than 1,200 members in support of HB 1019.

We support the work of the Department of Career & Technical Education because it's critical to addressing the number one issue facing our members and our economy; workforce. According to the latest statistics from Job Service North Dakota, Burleigh County has a 1.6% unemployment rate and 2,650 open jobs. Using that same report, Morton County has a 2.1% unemployment rate and 320 open jobs. That's nearly 3,000 total open jobs in the Bismarck-Mandan metropolitan area, alone.

What's more is that those open jobs are in various occupation groups such as healthcare practitioners & technical occupations, transportation & material moving occupations and more that can be addressed by career and technical education. Our State has made great strides in career & technical education over the past few years due in large part to the innovative work and support of the Department of Career Technical Education and we want to make sure that continues.

As such, I would respectfully ask that the Committee give a DO PASS recommendation to HB 1019.



January 8, 2023

Members of the North Dakota
HOUSE APPROPRIATIONS – EDUCATION AND ENVIRONMENT COMMITTEE

RE: Support for HB1019 – Career and Technical Education

Chairman Nathe and members of the House Appropriations Committee. Thank you for the opportunity to provide written testimony in support of HB1019. Your vote in support of the request is critical to the Department of Career and Technical Education, 1) to sustain current programming for career education, technical training, and workforce development, 2) to support CTE's growth, and 3) to expand access to CTE for students across the state through area career centers for workforce development and retention of North Dakota students.

CTE has been and will remain a vital component of the educational system, providing career awareness and preparing learners to be Choice Ready. With 18,000 job openings in North Dakota, skilled labor shortages, and North Dakota's thriving innovative ecosystem, strengthening CTE will serve as your legacy for intentional, sustainable career education and workforce development.

As Director of Career and Technical Education for Cass County, I am approached daily by business, industry, and post-secondary schools to connect with our K-12 teachers and students for recruitment of future employees. These requests are not limited to high school students but extend to elementary and middle school learners. With our State's low unemployment, workforce demands, and natural employee attrition, K-12 business partnerships are viewed as a mechanism to create company awareness, expose students to future careers, and provide experiential learning beyond the classroom.

In Cass County, we are pleased to offer a variety of career and technical education programs and pathways in our current K-12 educational systems. However, in 2018, our Career Workforce Academy curriculum study revealed program gaps in agriculture education, construction, manufacturing, and transportation. In our region, there is also a growing demand in medical careers, information technology, transportation, and biomedical technologies influenced by Sanford Health, Microsoft, General Equipment, and Aldevron, along with a host of other businesses. Despite K-12 efforts, schools are challenged to meet local school district demands, along with workforce demands.

In 2021, legislators saw the need to expand career education and earmarked funds for the construction of area career and technology centers. In Cass County, the public-private partnership between C3TEC, NDSCS Alumni Foundation, and NDSCS was approved for a \$10 million dollar grant to support the construction of the \$30 million dollar Career Innovation project. The CIC would provide a hub of coordination, expand career education to fill program gaps, and advance CTE experiences with NDSCS post-secondary programming. Unfortunately, delays in federal funding have delayed the project, with costs increasing daily due to inflation and supply chain demands. Also, the CIC project has met challenges due to federal requirements for receiving funds with a public-private partnership. Your support for HB1019 will place control back to North Dakota to drive the area career center vision to move projects forward, now. North Dakota could also take control to create state guidance to complete all approved projects, versus waiting for federal funding, further delays, and increasing costs.

HB1019 provides the critical financial support, essential to expand access to CTE programs for students across the state. As a member of the 68th Legislative Assembly, you will have the opportunity to support CTE as an investment in meeting our state's workforce challenges. I respectfully ask your support of HB1019, which supports the goals and objectives of Career & Technical Education.

Sincerely,

Dr. Denise Jonas, Cass County Director of Career & Technical Education



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

January 8, 2023

Members of the North Dakota House Appropriations – Education and Environment Committee

RE: Support for HB1019 – Career and Technical Education

Dear Chairman Nathe and members of the House Appropriations – Education and Environment Committee. I am reaching out to you in support of HB1019. Career and Technical Education's (CTE) ability to provide students with career exploration and awareness, hands-on learning experiences, skills and leadership preparations, connections to post-secondary education and dual credit opportunities, prospects to obtain industry credentials, and alignment with industry in providing work-based learning opportunities positions CTE to engage and retain our youth within our state's current and future workforce.

As one of five Virtual Career and Technical Education Centers approved by the North Dakota Department of Career and Technical Education, the Central Regional Area Career and Technical Education Center (CRACTC) will be impacted by HB1019 as we continue to research and strive to address ways to provide high school students learning opportunities in high-need, high-wage areas. Currently the CRACTC is serving over 600 students, within over 800 course enrollments, throughout 56 different public and private high schools within North Dakota, mainly within rural communities. CRACTC is serving students within eight (8) different program pathways including Agriculture, Aviation, Family & Consumer Sciences (FACS), Graphic Arts, Health Sciences, Information Technology, Marketing, and Technology & Engineering. We are currently working with the ND Department of Career and Technical Education Department and other CTE Centers within North Dakota to help expand programming into other career pathways such as Law & Public Safety, Heavy Equipment Operations, and Construction Trades. Additionally, we are working with higher education partners to provide dual credit opportunities for students in high school to help reduce their future post-secondary costs in areas such as Health Science, Information Technology, and possible expansion into Commercial Driver's License (CDL) training. As well, CRACTC is working with member districts to help develop and implement mobile lab programming into their local Agriculture and Family & Consumer Science programming, through cost-sharing and rotational applications.

The North Dakota Department of Career and Technical Education requests within HB1019 aims to sustain, expand, and enhance current programming for career education, technical training, and workforce development, in a time in which over 10 million jobs are currently going unfilled in the United States and, as of December 2022 statistics, over 16,000 in North Dakota alone. Support of HB1019 is support for North Dakota's CTE growth and provides the ability to expand access to CTE for students across the state through area career centers, such as CRACTC, as well as through local high school CTE programs, for workforce development and desired retention of North Dakota students. Thank you for your important work during this legislative session!

Sincerely,

Lyle P Krueger

Lyle P Krueger

Assistant Director

Central Regional Area Career and Technical Center

Dale Hoerauf, Director
Dale_Hoerauf@bismarckschools.org

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

Amy Johnson, Registrar
Cractc.online@k12.nd.us



January 6th, 2023

To: Chairman Nathe and Members of the House Appropriations – Education & Environment Division

Today I submit this testimony in support of HB1019. North Dakota faces the growing challenges of workforce shortages and keeping our talent from migrating to other parts of the country. Business, education and elected leaders from Southwest ND recognized this and came together with the vision to start the Southwest Area CTE Academy (SW CTE). SW CTE is currently a partnership of seven area high schools, Dickinson State University, and a robust industry group here in SW ND that is committed to offering high-quality career and technical training for in-demand occupations for SW ND. Having the opportunity to work with this group I see the impact they have and a boost they can provide in helping meet our workforce needs.

SW CTE is just one example of the fifteen CTE expansion projects that are happening around the state and the hundreds of other CTE programs currently operating in our high schools and colleges. Your support of HB1019 and the requests provided by the Department of CTE will be crucial for the success of these programs and continued growth for career and technical education. This appropriation request is very small in comparison to the overall budget you will be working on this 68th legislative session but it could be one that has the most impact with regard to our growing economy and the states biggest challenges.

In addition to the general budget request, I also encourage you to consider the budget change requests from CTE Director Sick. While we are appreciative of the work the 67th Assembly did in allocating funding to support the ND CTE Capital Projects Grant program we have found that is coming up short. I'm unsure we can proceed with the remaining 40% of our planned project as inflation costs are continuing to climb and the margins are razor thin. We've done our best to find cost savings everywhere we can and continue to work on soliciting private partnerships and have raised over \$17.5 million but are finding inflation is hitting our industry partners just as bad. As you approach this session, I encourage you to consider supporting an inflation bump to the ND CTE Capital Coronavirus grant that was approved during last session and make funding available as soon as you can to allow projects like SW CTE become a full reality. SW Area CTE Academy along with the other fourteen CTE projects around the state are scrambling to come to life and help address the workforce challenges our state is facing. That additional funding would put us over the top in meeting our goal and will bring all programs to life for high skill and high demand jobs in western ND.

Thank you for your support of HB 1019 and the next generations of North Dakota's workforce.

Sincerely,

Aaron Anderson
CTE Director
Southwest Area CTE Academy
Dickinson Public Schools

Testimony House Bill 1019 - Department of Education and Environment House Appropriations
Representative Mike Nathe, Chairman
January 9, 2023

Chair Nathe and members of the House Appropriations Education and Environment Division, thank you for allowing the North Dakota Center for Distance Education (CDE) the opportunity to provide an overview of our services, our work over the 21-23 biennium, and our plans and fiscal request as we move into 23-25. For the record, my name is Dr. Alyssa Martin. I am the new director of CDE.

At CDE, we recently updated our mission statement, and I'm pleased to announce that you are the first to see our revisions. We have attempted to demonstrate our value-added benefit to the public, reflect our promise to our students, and articulate how we will execute these roles and their aspirational purpose. We aim not merely to support but to strengthen North Dakota's future through the delivery of virtual education, which complements the work of LEAs.

CDE offers virtual education asynchronously, meaning that while our courses contain a semester's worth of content, students can begin and complete them at any time, based on their schedules and personal pacing needs. Our teachers receive training in online educational delivery—a modality that is very different than in-person instruction and requires constant communication and one-on-one coaching to help learners stay engaged.

CDE offers a full K-12 curriculum year-round, a diploma program, CTE courses, SmartLabs, hosting for online driver's education courses, and dual credit in partnership with Mayville State University. We are approved by DPI as a K-12 school and accredited by Cognia and NCAA. We offer well over 350 courses, the majority foundational in nature. In addition, 45% of our courses are electives and career preparation courses in fields ranging from agriculture to technology. This variety of courses helps North Dakota students become Choice Ready.

A remarkable leadership team oversees the delivery of these services. I have provided you with an organizational chart including their titles, pictures, and responsibilities. Each of these talented individuals has served as part of the backbone of CDE, spearheading the day-to-day operations and many of them helping it evolve from a paper-based correspondence school to the online virtual academy that it is today.

On the screen, you'll see our fall enrollment trends from 2019 to the present. To give you a complete sense of the pandemic impact: in 2020-21, CDE had 11,354 enrollments, and in 2021-22, we had 10,948 enrollments. Throughout the 21-23 biennium, we project that we will have nearly 20,000 enrollments. With the return to our "new normal" in education across the state this year, CDE's enrollment is up over 20% from the 2018-19 school year.

At CDE, we report our numbers in enrollments, which often are duplicated headcounts. Besides our general fund appropriation, our revenue source is derived from tuition, and tuition is paid on a per course or a per enrollment basis rather than on a per pupil basis like a traditional school. Some learners come to us for one class; others take ten. Based on each enrollment, we determine the resources necessary to service a student's need, such as activating an adjunct to teach a course requested by one student or finding a teacher of record for an entire high school subject area while the LEA fills a vacancy. We base our biennial budget, teacher workloads, and curricular costs on enrollment rather than headcount.

While 70% of our budget is derived from the general fund, we also believe that it's essential for those using our services to pay a nominal fee to ensure buy-in and commitment to assist with student completion. The dollars raised through tuition are placed in our special spending authority budget line and are predominantly used to cover the cost of paying our adjunct instructors. You'll see that for 21-23 to date, we have raised \$2.7 million of the \$4.5 million requested in special spending authority during the emergency session. We anticipate raising another \$500,000 in the next six months and have \$670,000 in carryover from the last biennium. We have

been vigilantly monitoring our budget and will have the resources necessary to reach the end of this biennium with carryover anticipated. However, to meet our 23-25 budget needs, we will need to review this tuition schedule to determine the best way to balance educational access to CDE courses for all North Dakota students with our operational needs, likely increasing these rates across the board to raise the \$4.5 million in special spending authority that we're requesting.

Approximately three-quarters of our 23-25 budget will be used to pay employees. You'll see in my request that half of the money CDE will raise under its special spending authority will be used to increase our adjunct pay. While CDE has been fortunate to retain highly qualified adjunct teachers, its average adjunct pay is \$25.77 per hour. According to recent Bureau of Labor Statistics data, the average hourly wage for a combination of skilled and unskilled labor in Bismarck is \$26.00 per hour and \$25.52 in Fargo. CDE hopes to raise our base adjunct wage to a minimum of \$27 per hour and \$30 per hour for those holding master's degrees to ensure we retain and show our deep respect for these phenomenal educators.

In general funds, CDE has requested an 8% increase. These dollars also will be directed to salaries to pay three additional FTEs. This is only an 8% increase despite our anticipated sustained enrollment growth of 20% into the new biennium. During the pandemic, CDE added a full K-5 curriculum and hired an FTT teacher and several adjuncts to support it. Ms. Emily Schaefer, though classified as a full-time, temporary employee, continues to serve as our primary elementary teacher and is assisting CDE in other remarkable ways, currently designing a course that will teach elementary students coding and app development. Though the pandemic has subsided, CDE's elementary enrollment remains strong enough to support an FTE, and Ms. Schaefer deserves a permanent place with CDE.

Our second FTE will support our growth in high school enrollment while assisting our administrative team with increasing the quality of online teaching overall. This position will teach part-time and oversee professional development for our entire teaching workforce, which ranges from 100 to over 125 throughout the year, based on enrollment trends.

Our final FTE will be used to support our technology team. Our technology director plans to retire this year. He has been with our organization for 29 years, building several of our systems and shepherding CDE into the modern age. Unlike traditional bricks and mortar schools, the majority of CDE's infrastructure is technology-based, and John Struchynski has built an entire ecosystem, often performing the work of two or more employees. John's position could easily be broken into a technology leadership role and a business system analyst position, overseeing the technology that runs our online store, billing system, and enrollment process. I will consequently use the third position that I am requesting to divide Mr. Struchynski's job into two.

CDE's fiscal requests align with our goals for the 23-25 biennium. To increase course quality, CDE needs an educator dedicated to designing and delivering professional development to our teachers, especially in standards-based learning, since CDE aims to move its entire curriculum to this model. This change will also require a full-time, permanent elementary teacher. CDE has a long-term vision for its elementary program—to provide instructional support services to young students in LEAs who have experienced pandemic learning loss. CDE must also seek avenues to grow enrollment to help support the growth of the \$4.5 million it intends to use to raise adjunct pay. We see dual credit and expanding course offerings in areas that LEAs cannot fill, like languages and driver's education, as areas where we can easily grow with minimum investments. To support this growth, we recognize that our technology infrastructure must keep pace with our expansions in learning. As a result, our request for an additional technology position will help ensure that we have the leadership and daily management of our core infrastructure to help us progress into the future.

With your support of our fiscal request, our refined mission, and our long-term goals, CDE will be positioned to continue to meet the needs of schools and North Dakota students. With an exceptional team of employees and plans to enhance the quality of our services, CDE will also be prepared to help usher North Dakota through the educational challenges ahead. We thank the North Dakota legislature for its investment in the work of CDE, a legacy started in 1935. We look forward to sharing with you how CDE will continue to play an integral role in strengthening North Dakota's future in the years ahead.

Written Testimony from NDCDE Students

CDE high school parent:

My name is Nicole Nordhougen, I have had two children attend classes at NDCDE. Alaina Nordhougen is a Junior at Fargo Davies High School and Neeva Nordhougen is a Freshman at Fargo Davies.

We learned about NDCDE when Alaina was a freshmen and looking to take some more academically challenging electives than what her high school offered. She was able to take AP Environmental Science and will eventually get college credit from the course she took at NDCDE. After her freshman year she knew she would have more than enough credits to graduate early, but would need to take English through NDCDE. She has since taken two years' worth of English and multiple other classes through NDCDE. Her sister saw how much Alaina enjoyed it and the ability it gave her to choose additional courses in alternative environments and has also taken additional through NDCDE.

Both children have had amazing experiences with NDCDE, and I as a parent have had nothing but great things to say about the whole set up. Alaina and Neeve are able to tailor their education in a way that works for and excites them and has set them up for advantages in their future in college. The teachers are engaging and there any time my children have questions or need assistance, but they also have the freedom to learn on their own and work at their own pace.

As a parent I can see how NDCDE offers so many options to parents and student in all sorts of situations. We have used it to graduate early, to take courses that weren't offered at their school, earn future college credits, and as kids with medical issues take gym classes in a guided effective way in a home environment. Alaina was extremely ill and hospitalized much of her 7th and 8th grades while we lived in TX. I can only imagine how wonderful and helpful it would have been to have the NDCDE setup while she was going through all of that. I also cannot talk about how much I like the NDCDE set up without talking about how wonderful my experience with the teachers and administrative staff has been. I have had children in multiple schools, in multiple districts, and in multiple states, and I have to say I truly believe the interaction, engagement, ease of communication, and sense of caring for what is best for my children has been second to none. I find this truly remarkable and contradictory to what most people may think given the remote nature of the classes. We are so thankful for having been able to take classes through NDCDE and plan to continue taking classes in the future.

CDE high school student:

Hi! My name is Lacle May. I am a homeschooled senior student in West Fargo, ND. I would like to say how grateful I am for the opportunity to testify on behalf CDE and thank you for your time in listening to my story. I learned of CDE through a friend of my mom who is a teacher there. Since 2019, I have been taking classes with NDCDE because I had found that the public high school was too overwhelming for me and if the teachers had taught anything worth remembering, they taught to fast. The main reason I started taking homeschooled classes was to work at my own pace so being overwhelmed didn't discourage me from getting my diploma and going to college one day.

The classes overall have been truly a blessing for me. The material is well covered and most of it is explained in detail which is also great! Most classes go through a lesson, you recap the lesson, go through an assignment or two to make sure you can clearly understand the material and then take a quiz. I am a very communicative person. I think touching base with my teachers is more important especially when I don't get to see them face-to-face every day. If I am taking a class like English, science, math or history, I typically reach out to my teacher every day or every other day even if it is for clarification on an assignment. Some of the assignments are difficult especially when there are several parts to them, but I am also a person that gets discouraged easily so I typically reach out to a teacher and ask if they can walk through it with me, and then I get an A on it.

CDE has truly saved my future in general. In 2019, I moved to ND from a small town in MN where the school had pre-K through senior high and a total of 1,000 students, maybe a little more. The public school in West

Fargo had more than 1,000 kids in one grade. It was too overwhelming, and I felt the teachers didn't know how to teach the material they were given so I went from being a straight A student with a 4.0 GPA to failing in one week. My mom didn't want me to fail out of school, so she reached out to her friend who is a homeschool teacher and asked her to talk with me about my options. I have been enrolled with CDE since 2019 and have a 3.7 GPA with a dream of going to law school after this year. I didn't have a future before I became homeschooled. I thought I was going to be a high school dropout. Not only did my grades improve and I gained my future back, I found hope in myself and became a better person because of this school! I will forever be grateful!

CDE elementary student (submitted by his parent):

My name is Benjamin Jones. I am in third grade, and I live in Fargo. I am a part of the West Fargo School District. West Fargo School District offered students the option to take classes through the Center for Distance Education because of the pandemic.

When the pandemic started, I was in kindergarten at Osgood Elementary School. School shut down and I finished the year doing virtual school. I also completed 1st grade through Osgood's virtual school. For 2nd grade, I was able to attend CDE and took Language Arts, Math, Science, and Social Studies. I am currently completing the same 4 classes for 3rd grade.

I love all of my classes I take through CDE. I get to do fun activities in each lesson on the computer and I also get to do worksheets. I meet with my teacher once a week and also have class meetings with other students. I get to read for my teacher and tell her about my week.

My classes through CDE have taught me so much. Language Arts has made me a better writer because we write different paragraphs every week. It has made me a better reader because we read every day. In math, I have learned multiplication, division, and fractions. In science, I learn about nature, animals, and interesting things like the water cycle. Social studies has been teaching me fun things; I even did research on how our state government works!

Doing these classes has made me feel independent because I am responsible for getting my work done on time. I know when my teacher meetings are and make sure I get to the meeting when I am supposed to be there. It makes me be a hard worker because I know when I finish my classes, I can have time to go play more or do other things like taking piano lessons and taking a class about coding. I used to not like going to school in kindergarten because it was such a long day, but now I am excited for school every day because I like learning the way online school helps me learn.

Thank you for your time,

Benjamin Jones

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

January 8, 2023

Chairman Nathe and Members of the House Appropriations – Education & Environment Division:

Good morning, your time in Bismarck is short with the duty of ensuring North Dakota's needs are met. One of the principal topics you will have to address is workforce needs for the state, and Career and Technical Education (CTE) serves as a vital component in the development of our state's workforce pipeline. CTE's mission is to provide students with career awareness, hands-on learning experiences, connections to post-secondary education, opportunities to obtain industry credentials, and alignment with industry in providing work-based learning opportunities. CTE has been and will remain a vital component of the educational system, providing career awareness and preparing learners to be Choice Ready and Life Ready. CTE is our states best resource to engage and retain our youth to fill our state's high demand careers.

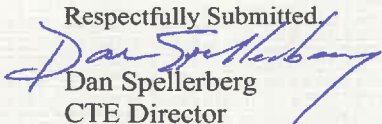
As Director of the Southeast Region Career & Technology Center, I am providing written testimony in support of HB1019. Your vote backing this request is critical to the Department of Career and Technical Education. The support helps to sustain the current programming for career education, technical training, and workforce development. The funds provide support for CTE's growth, and expands access to CTE for students across the state through area career centers for workforce development and retention of North Dakota students. Our CTE Center celebrates 50 years of connecting students to the workforce this year. We are a great example of how CTE centers operate, effectively, and efficiently provided cost effective on-site CTE opportunities to over 1900 students this past year in Southeast ND. We are able to provide our 14 member schools great CTE options. Career/Tech classes offered by SRCTC include Agriculture Education, Automotive Technology, Career Development and Counseling Services, Chef Training, Construction Technology, Cyber Security/Mobile Applications, Diesel Technology, Emergency Medical Technician Training, Marketing, Medical Science and Health Careers, Patient Care Technician, and Welding Technology. Today's workforce is changing exponentially faster than years past and our students need CTE. CTE provides students with core academic skills, job-specific technical skills, employability workplace values, career pathways, and career certifications.

In 2021, legislators saw the need to expand career & technical education and earmarked funds for the construction of area career and technology centers. This past year our center was one of several that were awarded Federal grants to broaden our offerings. These funds have yet to arrive, creating a stalemate on several projects. Yet we are moving forward doing what is in the best interest for our community and students with the funds we have, we will not be able to complete all our goals. Our original goal was to expand opportunities in Lisbon, build new construction / offerings in Hankinson, build new construction in Edgeley to be a hub to allow us as a center to fully meet our community and students needs. Original price tag for our projects was 5.9 million, with costs increasing daily due to inflation and supply chain demands our new projected budget is 9.4 million. Our member schools were excited about the grant and the opportunity to expand our facilities and reach areas with limited or no CTE options, but now with the delays we have experienced with the federal grant, our schools and NDCTE need support from ND legislators. HB1019 provides the critical financial support to support, and expand the availability of CTE programs to students across the state. Specifically, an increased allocation of funding being requested to support the new and expanding programs of the approved CTE Centers, along with the cost to continue existing programs, and is paramount to the enhancement of CTE.

As a member of the 68th Legislative Assembly, you will have the opportunity to support CTE as an investment into meeting our state's workforce challenges. With 18,000 job openings in North Dakota, skilled labor shortages, and North Dakota's thriving innovative ecosystem, strengthening CTE will serve as your legacy for intentional, sustainable career education and workforce development.

I respectfully ask for your support of HB1019, which supports the goals and objectives of Career & Technical Education.

Respectfully Submitted,


Dan Spellerberg
CTE Director

Southeast Region Career & Technology Center

*Educational Opportunities
Through Cooperation and Technology*



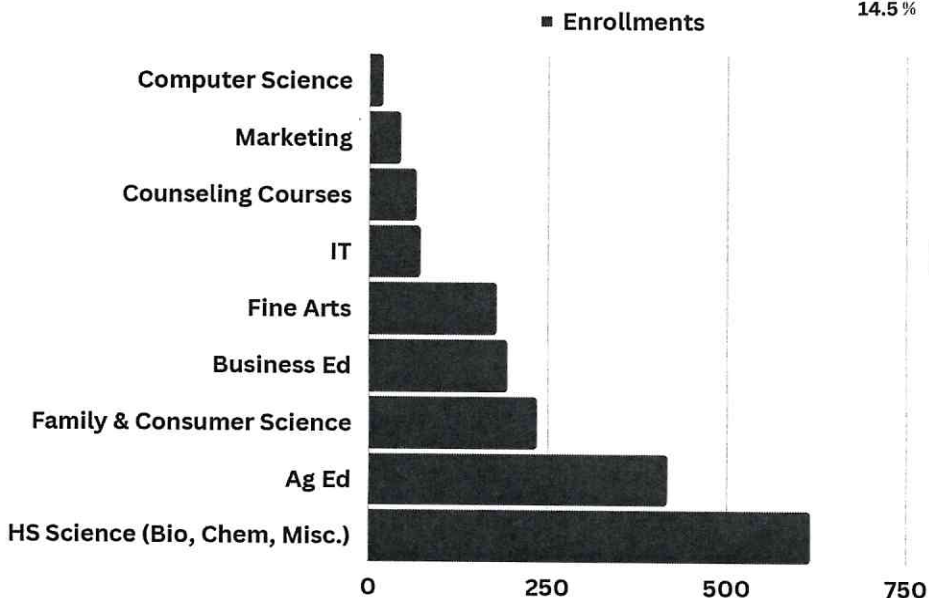
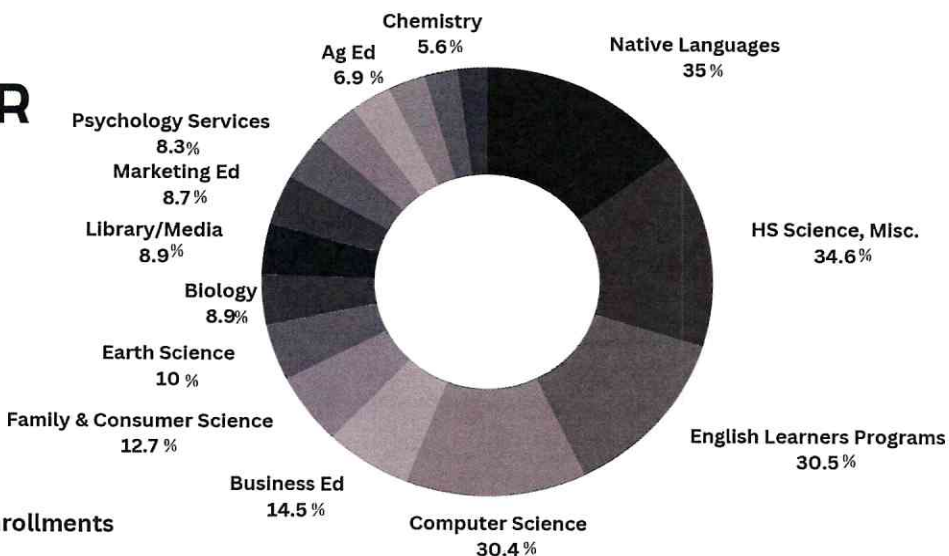
FILLING A CRITICAL NEED

OVERVIEW

The North Dakota Center for Distance Education (NDCDE) has always played a key role in supporting North Dakota schools, especially during the pandemic. From 2020 through 2021, NDCDE enrollment grew by an average of 79% at the peak of the fall semester. Today, NDCDE continues to fill critical needs in North Dakota, with enrollments trending at a 21% increase compared to fall 2019. NDCDE is helping North Dakota school districts address teacher shortages by delivering courses in **11 of the 16** highest-need areas identified by DPI as part of the 21-22 Teacher Shortage Report.

% OF VACANCIES IN HIGHEST TEACHER SHORTAGE AREAS

In 2021-22, DPI found these to be the areas with the highest teacher vacancies.

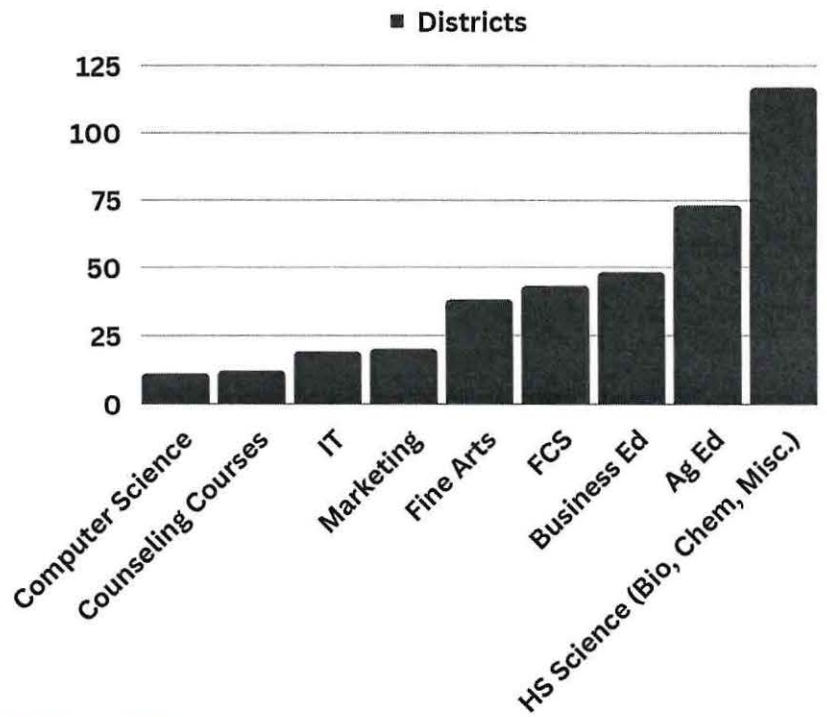


NDCDE ENROLLMENTS IN HIGHEST TEACHER SHORTAGE AREAS

NDCDE served **1835 students** in critical shortage areas in 2021-22.

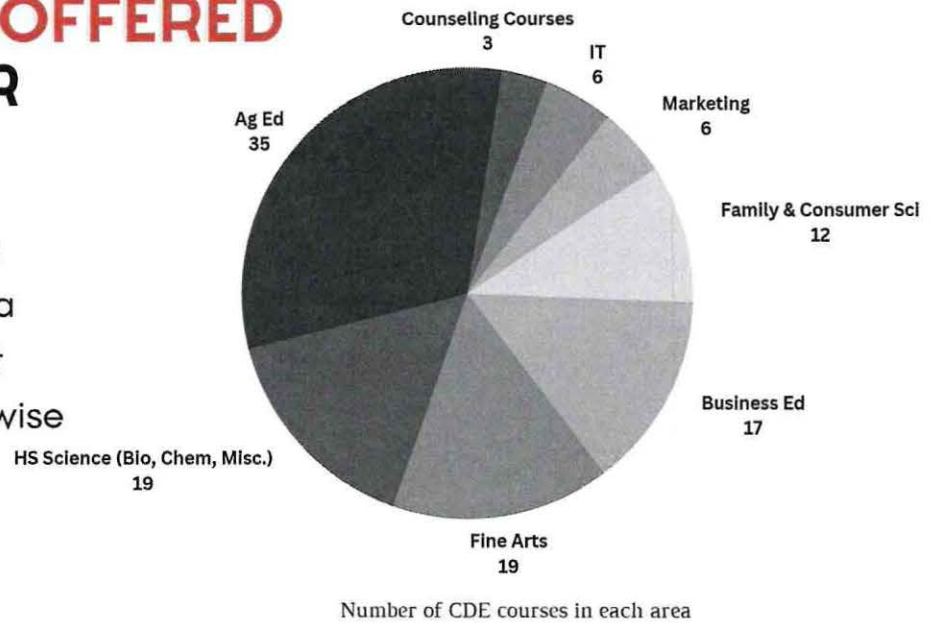
NUMBER OF DISTRICTS USING NDCDE IN HIGHEST TEACHER SHORTAGE AREAS

NDCDE served **109** unique ND school districts in critical shortage areas in 2021-22. The **median district size** served was **297** students.



NDCDE COURSES OFFERED IN HIGHEST TEACHER SHORTAGE AREAS

NDCDE gives students choices in critical shortage areas, offering a menu of courses in many content areas where students may otherwise have one or no options.



CRITICAL NEED DATA GUIDING NDCDE'S PLANNING

NDCDE is using DPI's data on critical teacher shortage areas to guide our exploration of new courses to add to our curriculum. Watch our [news page](#) for announcements on the release of new NDCDE courses.

WANT TO LEARN MORE?

👤 Dr. Alyssa Martin, Director 📞 701-630-1234 ✉️ alyssa.martin@k12.nd.us 🌐 <https://www.cde.nd.gov/>

| FTE REQUEST, 23-25 | | |
|--|--|--|
| Position | Justification | Cost (rounded to the nearest 1,000) |
| 1. Elementary teacher | In 2020, CDE began offering a full K-5 program in response to the pandemic. While enrollments have decreased as students have returned to bricks and mortar school, in Fall 2022, CDE had over 160 enrollments in the elementary program and projects this same number this spring. Our average full-time teacher is assigned 300 enrollments per year, with this workload reduced when the teacher has curricular review responsibilities. CDE hired a full-time temporary teacher who has served as the primary instructor for the K-5 program, built the curriculum, evaluated it, and refined it. We are requesting that this position be moved from a temporary to a regular position. | \$165,000 (salary and benefits) |
| 2. Part-time high school teacher, part-time teacher mentor | While CDE relies heavily on adjuncts to support our enrollments, CDE has confirmed through its research that student outcomes are improved when a permanent CDE teacher instructs a course. CDE projects that its enrollments will remain 20% higher than prior to the pandemic. This position will be used to help support our enrollment growth and increase the quality of our delivery. This position will teach part-time and oversee teacher professional development as CDE moves to standards-based learning. This method requires extensive professional development for a teacher to initially understand it, then implement it, and finally use it to guide growth. CDE will seek a teacher mentor well-versed in standards-based learning to help our teachers navigate through this transition. | \$192,000 (salary and benefits) |
| 3. Split the technology director position into two FTEs | CDE's technology director is retiring after 29 years. The director oversees all CDE technology infrastructure and three FTEs. The director also managed the development of our business and enrollment system, helping spearhead an effort to ensure all our systems were well-integrated enough for students to receive access to our courses within no more than 24 hours of enrolling and allowing schools/families to pay for these courses on demand. Managing these systems alone requires an FTE. The remaining technology director duties, which include budget management, staff oversight, IT procurement, short and long-term planning on the software and systems needed to sustain quality services, systems integration, network management, and cybersecurity oversight, also constitute another full FTE position. | New technology staff FTE (director salary already included in the CDE budget): \$156,000 (salary and benefits) |
| Recruiting and onboarding 3 FTEs (well below state estimate of 50% of annual salary per FTE) | | \$30,000 |
| Total cost over 23-25: | | \$543,000 |

CTE Funding

| Funding Topic | FTE | BASE | Recommendation |
|--------------------------------------|-----|--------------|----------------|
| Salaries and Wages | | | |
| FTE Program Supervisors | +2 | | +2 |
| Operating Expenses | | 2,198,453 | 2,878,350 |
| Grants: Perkins Federal Funds | | | 11,507,349 |
| Grants: | | \$26,837,780 | \$40,837,780 |
| Secondary Reimbursement | | | |
| New and Expanding | | \$10,000,000 | \$8,000,000 |
| Cost to continue Current | | \$4,000,000 | \$4,000,000 |
| Emerging Tech | | | |
| MarketPlace for Kids | | \$300,000 | \$300,000 |
| STEM initiative | | \$100,000 | \$100,000 |
| Career Advisors (8) | | \$3,000,000 | \$500,000 |
| Work-based Learning Coordinators (8) | | \$3,000,000 | \$1,500,000 |
| Adult Farm Management | | \$1,706,138 | \$1,706,138 |
| Workforce Training | | \$2,000,000 | \$2,000,000 |

CDE Move to DPI: Amendment Coming: Recommend requiring CDE to charge competitive tuition. Reduces their General fund by \$1.4 million and increase special fund by \$1.4 million

FTE 0

Explore your purpose, find your path, and plan your future!

RUReady.ND.gov

EDUCATION & CAREER PLANNING



Who is RUReady.ND.gov for?

- Students Grades 6-12
- College Students
- Parents
- Adults

CAREER PLANNING

- > Discover your interests, skills, and natural talents, then get matched to the companies and careers that suit you and your experiences best - now integrated with **Compass** from Golden Path Solutions
- > Create resumes, practice interviews, and explore in-depth career information
- > **NEW:** Learn about local employers and careers that fit you

HIGH SCHOOL PLANNING

- > Plan your high school courses and explore the year-by-year timeline
- > **NEW:** Get matched to Work-based Learning opportunities - gain real-world skills and make connections with companies and industries of interest (available grades 9-12)

COLLEGE PLANNING

- > Explore postsecondary schools, programs, and majors
- > FREE test prep courses for the ACT, SAT, PSAT, ASVAB, GED, GRE, and ACCUPLACER

FINANCIAL AID PLANNING

- > Discover scholarship and financial aid options that fit you
- > Plan your financial aid timeline, and learn financial fitness skills
- > **NEW:** Get connected with employers who may help you pay for school

For More Information About RUReady.ND.gov,
Visit: www.CTE.ND.gov/CRN_Resources

Made possible through the partnership of NDCTE,
Golden Path Solutions, and XAP.



GOLDEN PATH SOLUTIONS



North Dakota Department of Career and Technical Education
State Capitol – 15th Floor, 600 E Boulevard Ave, Bismarck ND 58505
cte@nd.gov | www.cte.nd.gov | 701-328-3180

Golden Path Solutions

1854 NDSU Research Circle N, Fargo ND 58102
info@goldenpath.net | www.goldenpath.net | 701-866-2620





Students can explore careers, build real-world skills, and kick-start their future with

WORK-BASED LEARNING



Work-based Learning (WBL) gives students the chance to interact directly with an employer and gain real-life work experience, all while developing connections in an industry they're interested in. These opportunities may be in the workplace, at school, or through technology.

Work-based Learning activities include:

- Internships
- Mentorships
- Apprenticeships
- Part-time or summer jobs
- Service learning
- Practicums
- Cooperative work experiences
- Career & Technical Student
- Organizations School-based enterprise, projects, or simulations

Students Access the New Work-based Learning Module in RUReady.ND.gov

The WBL Module in RUReady.ND.gov provides students with career planning tools to explore WBL opportunities, get matched based on skills and interests, and get connected to employers.

RUReady.ND.gov
EDUCATION & CAREER PLANNING

For More Information About Work-based Learning, Visit:
www.CTE.ND.gov/WBL

Made possible through the partnership of NDCTE, Golden Path Solutions (whose application, Compass, is being integrated into RUReady.ND.gov), and XAP (RUReady.ND.gov).



23.0248.01002
Title.

Prepared by the Legislative Council staff for
Representative Richter
January 25, 2023

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1019

Page 1, line 2, after "education" insert "; and to amend and reenact sections 15-19-00.1, 15-19-01, 15-19-02, 15-19-06, 15-19-08, 15-20.1-03, and 15.1-02-04 of the North Dakota Century Code, relating to the administration of the center for distance education"

Page 1, remove lines 10 through 23

Page 2, replace lines 1 and 2 with:

| " | <u>Base Level</u> | <u>Adjustments or Enhancements</u> | <u>Appropriation</u> |
|--|-------------------|------------------------------------|----------------------|
| Salaries and wages | \$4,643,906 | \$0 | \$4,643,906 |
| Operating expenses | 2,198,453 | 0 | 2,198,453 |
| Grants | 9,507,349 | 0 | 9,507,349 |
| Grants - secondary | 26,837,780 | 0 | 26,837,780 |
| Marketplace for kids | 300,000 | 0 | 300,000 |
| Science, technology, engineering, and mathematics initiative | 100,000 | 0 | 100,000 |
| Adult farm management | 1,706,138 | 0 | 1,706,138 |
| Workforce training | 2,000,000 | 0 | 2,000,000 |
| Center for distance education | <u>9,461,254</u> | <u>(9,461,254)</u> | <u>0</u> |
| Total all funds | \$56,754,880 | (\$9,461,254) | \$47,293,626 |
| Less estimated income | <u>15,019,817</u> | <u>(3,050,000)</u> | <u>11,969,817</u> |
| Total general fund | \$41,735,063 | (\$6,411,254) | \$35,323,809 |
| Full-time equivalent positions | 50.30 | (28.80) | 24.50" |

Page 2, after line 9, insert:

"SECTION 3. AMENDMENT. Section 15-19-00.1 of the North Dakota Century Code is amended and reenacted as follows:

15-19-00.1. Definitions.

In this chapter, unless the context otherwise requires:

1. "Administration" includes the leadership of the center for distance education.
2. ~~"Board" means the state board for career and technical education.~~
3. ~~"Center" means the North Dakota center for distance education.~~
- 4.3. ~~"Director~~Superintendent" means the ~~director and executive officer of the department of career and technical education~~superintendent of public instruction.

SECTION 4. AMENDMENT. Section 15-19-01 of the North Dakota Century Code is amended and reenacted as follows:

15-19-01. North Dakota center for distance education courses - Establishment - Enrollment of students - Courses of instruction.

The state shall provide kindergarten through grade twelve courses, comprehensive educational support, and high school diplomas through the center for distance education under the following provisions:

1. A complete curriculum prescribed by state-mandated education accreditation entities which meets the requirements for digital education the superintendent of public instruction has determined to be appropriate.
2. A superintendent or an administrator of a school may deny the enrollment of a student in that district at the center for distance education except as provided in subsection 5.
3. The center for distance education may provide services to persons who are not North Dakota residents.
4. Center for distance education students shall pay fees as may be prescribed by the ~~state board for career and technical education~~ superintendent. The center for distance education shall charge resident students a fee consistent with the amount charged by other secondary distance education providers for distance education-related courses available in the school district.
5. Students exempt from the compulsory school attendance laws pursuant to subdivision e of subsection 1 of section 15.1-20-02 may enroll in distance education courses offered through the center for distance education. These students may study their center for distance education lessons in their learning environment under the supervision of a parent.

SECTION 5. AMENDMENT. Section 15-19-02 of the North Dakota Century Code is amended and reenacted as follows:

15-19-02. Administration Center for distance education - Appointment and duties.

The program of and all activities related to the center for distance education are the responsibility of the center for distance education and under the authority of the ~~state board for career and technical education~~ superintendent. ~~The director of the department of career and technical education~~ superintendent shall hire administration and staff for the center for distance education who must be classified under the state personnel merit system. The administration of the center shall carry out the responsibilities in operating the center for distance education in the manner approved by the ~~state board for career and technical education~~ superintendent, under the supervision of the director of the department of career and technical education, and compliant with requirements established by the superintendent of public instruction and the education standards and practices board for public school administrators and teachers. ~~The state board for career and technical education~~ superintendent shall administer the responsibilities of the board of a school district relating to the center for distance education.

SECTION 6. AMENDMENT. Section 15-19-06 of the North Dakota Century Code is amended and reenacted as follows:

15-19-06. Special funds - Deposit of collections - Transfers from general fund appropriations.

1. A special operating fund for the center for distance education must be maintained within the state treasury and all income and fees collected by the center for distance education from any source must be remitted monthly by the ~~director~~superintendent to the state treasurer and credited to the special operating fund. All expenditures from the fund must be within the limits of legislative appropriations and must be made upon vouchers, signed and approved by the director. Upon approval of the vouchers by the office of the budget, warrant-checks must be prepared by the office of management and budget.
2. The ~~state board for career and technical education~~superintendent may establish an endowment and scholarship fund to provide financial grants to students enrolled in courses offered through the center for distance education. The endowment and scholarship fund may consist only of those funds specifically appropriated by the legislative assembly and property received by the center for distance education as a gift, devise, or bequest. Any gift, devise, or bequest of property received by the center for distance education which is designated by the ~~state board for career and technical education~~superintendent and donor for the endowment and scholarship fund must be deposited in the scholarship fund at the Bank of North Dakota. The center for distance education may draw on the endowment and scholarship fund for the award of endowments and scholarships within the limits and rules adopted by the ~~state board for career and technical education~~superintendent.

SECTION 7. AMENDMENT. Section 15-20.1-03 of the North Dakota Century Code is amended and reenacted as follows:

15-20.1-03. Powers and duties of state board relating to career and technical education.

The state board shall have all authority necessary to cooperate with the United States department of education or other department or agency of the United States of America in the administration of acts of Congress relating to career and technical education, including the following powers and duties:

1. To administer any legislation enacted by the legislative assembly of this state pursuant to or in conformity with acts of Congress relating to career and technical education.
2. To administer the funds provided by the federal government and by this state for the promotion of career and technical education and to contract with:
 - a. Any public or private institution or agency, board of trustees of any agricultural and training school, or school district of this state; or
 - b. Any public or private institution or agency, or political subdivision, of another state.

3. To formulate plans for the promotion of career and technical education in such subjects as are an essential and integral part of the public school system of education in this state.
4. To provide for the preparation of teachers.
5. To fix the compensation of such officers and assistants as may be necessary to administer the federal acts and the provisions of this chapter relating to career and technical education and to pay the same and other necessary expenses of administration from any funds appropriated for such purpose.
6. To make studies and investigations relating to career and technical education.
7. To promote and aid in the establishment of schools, departments, or classes, and to cooperate with local communities in the maintenance of career and technical education schools, departments, or classes.
8. To prescribe the qualifications and provide for the certification of teachers, directors, and supervisors.
9. To cooperate with governing bodies of school districts and with organizations and communities in the maintenance of classes for the preparation of teachers, directors, and supervisors of career and technical education, to maintain classes for such purposes under its own direction and control, and to establish and control, by general regulations, the qualifications to be possessed by persons engaged in the training of career and technical education teachers.
10. To coordinate new and existing farm management programs offered by any state agency or entity.
11. To create and expand marketing clubs as adjuncts to new and existing farm management programs.
12. ~~To administer and supervise the program and all activities of the center for distance education.~~

SECTION 8. AMENDMENT. Section 15.1-02-04 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-04. Superintendent of public instruction - Duties. (Effective through June 30, 2023)

The superintendent of public instruction:

1. Shall supervise the provision of elementary and secondary education to the students of this state.
2. Shall supervise the establishment and maintenance of schools and provide advice and counsel regarding the welfare of the schools.
3. Shall supervise the development of course content standards.

4. Shall supervise the assessment of students.
5. Shall serve as an ex officio member of the board of university and school lands.
6. Shall keep a complete record of all official acts and appeals.
7. As appropriate, shall determine the outcome of appeals regarding education matters.
8. Shall direct school district annexation, reorganization, and dissolution and employ and compensate personnel necessary to enable the state board of public school education to carry out its powers and duties regarding school district annexation, reorganization, and dissolution.
9. Shall facilitate a process to review and update annually the statewide prekindergarten through grade twelve education strategic vision. The process must include input and participation from a steering committee that includes representatives of all state-level entities receiving state education funding and education stakeholder groups. Each steering committee member entity receiving state education funds shall provide components of the entity's strategic plan which are aligned to the statewide strategic vision. The steering committee shall prepare a collaborative report of the strategic plans of each committee member entity receiving state education funds. The superintendent shall provide the collaborative report and any updates to the strategic vision to the legislative management during each interim and to a joint meeting of the education standing committees during each regular legislative session.
10. Shall administer a student loan forgiveness program for individuals teaching at grade levels, in content areas, and in geographical locations identified as having a teacher shortage or critical need.
11. Shall facilitate the development and implementation of a North Dakota learning continuum in collaboration with the department of career and technical education, upon the recommendation of the kindergarten through grade twelve education coordination council.
12. Shall collaborate with workforce development stakeholders and the kindergarten through grade twelve education coordination council to determine how best to integrate computer science and cybersecurity into elementary, middle, and high school curriculum under sections 15.1-21-01 and 15.1-21-02. Before September 1, 2022, the superintendent shall provide a report to the legislative management regarding the outcome of this collaboration.
13. Shall administer and supervise the program and activities of the center for distance education.

Superintendent of public instruction - Duties. (Effective after June 30, 2023)

The superintendent of public instruction:

1. Shall supervise the provision of elementary and secondary education to the students of this state.
2. Shall supervise the establishment and maintenance of schools and provide advice and counsel regarding the welfare of the schools.
3. Shall supervise the development of course content standards.
4. Shall supervise the assessment of students.
5. Shall serve as an ex officio member of the board of university and school lands.
6. Shall keep a complete record of all official acts and appeals.
7. As appropriate, shall determine the outcome of appeals regarding education matters.
8. Shall direct school district annexation, reorganization, and dissolution and employ and compensate personnel necessary to enable the state board of public school education to carry out its powers and duties regarding school district annexation, reorganization, and dissolution.
9. Shall facilitate a process to review and update annually the statewide prekindergarten through grade twelve education strategic vision. The process must include input and participation from a steering committee that includes representatives of all state-level entities receiving state education funding and education stakeholder groups. Each steering committee member entity receiving state education funds shall provide components of the entity's strategic plan which are aligned to the statewide strategic vision. The steering committee shall prepare a collaborative report of the strategic plans of each committee member entity receiving state education funds. The superintendent shall provide the collaborative report and any updates to the strategic vision to the legislative management during each interim and to a joint meeting of the education standing committees during each regular legislative session.
10. Shall facilitate the development and implementation of a North Dakota learning continuum in collaboration with the department of career and technical education, upon the recommendation of the kindergarten through grade twelve education coordination council.
11. Shall administer and supervise the program and activities of the center for distance education."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT

This amendment:

- Requires the Center for Distance Education to report to the Department of Public Instruction rather than the Department of Career and Technical Education;

- Removes 28.80 full-time equivalent positions and \$9,461,254 of funding for the Center for Distance Education in the Department of Career and Technical Education budget, of which \$6,411,254 is from the general fund and \$3,050,000 is from special funds; and
- Requires the Center for Distance Education to charge resident students a fee consistent with the amount charged by other secondary distance education providers for distance education-related courses available in the school district.

Department of Career and Technical Education - Budget No. 270
House Bill No. 1019
Base Level Funding Changes

Prepared for: 2/6/2023

| | Executive Budget Recommendation | | | | House Version | | | | House Changes to Executive Budget Increase (Decrease) - Executive Budget | | | |
|--|---------------------------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|---|----------------|---------------|----------------|
| | FTE | General | Other | Total | FTE | General | Other | Total | FTE | General | Other | Total |
| | Positions | Fund | Funds | | Positions | Fund | Funds | | Positions | Fund | Funds | |
| 2023-25 Biennium Base Level | 50.30 | \$41,735,063 | \$15,019,817 | \$56,754,880 | 50.30 | \$41,735,063 | \$15,019,817 | \$56,754,880 | 0.00 | \$0 | \$0 | \$0 |
| 2023-25 Ongoing Funding Changes | | | | | | | | | | | | |
| Adds funding for the cost to continue salary increases | | \$79,132 | \$156 | \$79,288 | | \$66,032 | \$156 | \$66,188 | | (\$13,100) | | (\$13,100) |
| Salary increase | | 689,963 | 43,631 | 733,594 | | 224,706 | 32,667 | 257,373 | | (465,257) | (\$10,964) | (476,221) |
| Health insurance increase | | 252,288 | 15,174 | 267,462 | | 92,842 | 15,523 | 108,365 | | (159,446) | 349 | (159,097) |
| Reduces federal funding for salaries due to staff retirements | | | (28,764) | (28,764) | | | (28,764) | (28,764) | | | | 0 |
| Adds funding for FTE program supervisor positions | 2.00 | 394,874 | | 394,874 | 2.00 | 394,874 | | 394,874 | | | | 0 |
| Adds funding for a new Capitol space rent model | | 179,897 | | 179,897 | | 179,897 | | 179,897 | | | | 0 |
| Adds federal funding for the RURReady career resource network | | | 500,000 | 500,000 | | | 500,000 | 500,000 | | | | 0 |
| Adds federal funding for secondary school grants | | | 2,000,000 | 2,000,000 | | | 2,000,000 | 2,000,000 | | | | 0 |
| Adds funding for 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 | | 10,000,000 | | 10,000,000 | | 8,000,000 | | 8,000,000 | | (2,000,000) | | (2,000,000) |
| Adds funding for grants for school district career advisors | | 3,000,000 | | 3,000,000 | | 500,000 | | 500,000 | | (2,500,000) | | (2,500,000) |
| Adds funding for grants to schools for work-based learning coordinators | | 3,000,000 | | 3,000,000 | | 1,500,000 | | 1,500,000 | | (1,500,000) | | (1,500,000) |
| Adds funding for emerging technology grants | | | | 0 | | 200,000 | | 200,000 | | 200,000 | | 200,000 |
| Adds funding for an FTE CDE teacher position | 1.00 | 176,554 | | 176,554 | | | | 0 | (1.00) | (176,554) | | (176,554) |
| Adds funding for CDE teacher salaries and operating expenses | | | 1,500,000 | 1,500,000 | | | | 0 | | | (1,500,000) | (1,500,000) |
| Removes funding for CDE | | | | 0 | (28.80) | (6,411,254) | (3,050,000) | (9,461,254) | (28.80) | (6,411,254) | (3,050,000) | (9,461,254) |
| Total ongoing funding changes | 3.00 | \$21,772,708 | \$4,030,197 | \$25,802,905 | (26.80) | \$8,747,097 | (\$530,418) | \$8,216,679 | (29.80) | (\$13,025,611) | (\$4,560,615) | (\$17,586,226) |
| 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 | 3.00 | \$21,772,708 | \$4,030,197 | \$25,802,905 | (26.80) | \$8,747,097 | (\$530,418) | \$8,216,679 | (29.80) | (\$13,025,611) | (\$4,560,615) | (\$17,586,226) |
| 2023-25 Total Funding | 53.30 | \$63,507,771 | \$19,050,014 | \$82,557,785 | 23.50 | \$50,482,160 | \$14,489,399 | \$64,971,559 | (29.80) | (\$13,025,611) | (\$4,560,615) | (\$17,586,226) |
| <i>Federal funds included in other funds</i> | | | \$14,345,040 | | | | \$14,334,425 | | | | (\$10,615) | |
| <i>Total ongoing changes as a percentage of base level</i> | 6.0% | 52.2% | 26.8% | 45.5% | (53.3%) | 21.0% | (3.5%) | 14.5% | | | | |
| <i>Total changes as a percentage of base level</i> | 6.0% | 52.2% | 26.8% | 45.5% | (53.3%) | 21.0% | (3.5%) | 14.5% | | | | |

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

Bank of North Dakota line of credit

| Executive Budget Recommendation | House Version |
|---|---------------|
| Section 2 would require the Bank of North Dakota to extend a \$108,276,228 line of credit to the Department of Career and Technical Education to provide funding to local communities for the construction of career centers. The department would be required to repay the line of credit from funding appropriated from the federal Coronavirus Capital Projects Fund (\$68,276,228) and funding made available by the 2025 Legislative Assembly through a deficiency appropriation (\$40,000,000). Section 5 would declare Section 2 an emergency measure. | |

Line item transfers

| |
|---|
| Section 3 would allow the director of the Office of Management and Budget to transfer funds between line items in Section 1 as requested by the director of the Department of Career and Technical Education. |
|---|

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

Transfer of the Center for Distance Education

Exemption - Coronavirus Capital Projects Fund and State Fiscal Recovery Fund

Executive Budget Recommendation

Section 4 would provide the Department of Career and Technical Education an exemption to continue \$68,276,228 from the Coronavirus Capital Projects Fund and \$20,000,000 from the federal State Fiscal Recovery Fund appropriated during the November 2021 special legislative session into the 2023-25 biennium.

House Version

Sections 3 through 8 provide the statutory changes necessary to transfer supervisory authority of the Center for Distance Education from the Department of Career and Technical Education to the Department of Public Instruction.

Section 9 provides the Department of Career and Technical Education an exemption to continue \$20,000,000 from the federal State Fiscal Recovery Fund appropriated during the November 2021 special legislative session into the 2023-25 biennium.

23.0248.01003
Title.

Prepared by the Legislative Council staff for
the House Appropriations - Education and
Environment Division Committee
February 6, 2023

Fiscal No. 1

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1019

Page 1, line 2, after "education" insert "; to amend and reenact sections 15-19-00.1, 15-19-01, 15-19-02, 15-19-06, 15-19-08, 15-20.1-03, and 15.1-02-04 of the North Dakota Century Code, relating to the administration of the center for distance education; and to provide an exemption"

Page 1, remove lines 10 through 23

Page 2, replace lines 1 and 2 with:

| " | <u>Base Level</u> | <u>Adjustments or Enhancements</u> | <u>Appropriation</u> |
|---|-------------------|--|----------------------|
| Salaries and wages | \$4,643,906 | \$798,036 | \$5,441,942 |
| Operating expenses | 2,198,453 | 679,897 | 2,878,350 |
| Grants | 9,507,349 | 2,000,000 | 11,507,349 |
| Grants - secondary | 26,837,780 | 14,200,000 | 41,037,780 |
| Marketplace for kids | 300,000 | 0 | 300,000 |
| Science, technology, engineering, and mathematics initiative | 100,000 | 0 | 100,000 |
| Adult farm management | 1,706,138 | 0 | 1,706,138 |
| Workforce training | 2,000,000 | 0 | 2,000,000 |
| Center for distance education | <u>9,461,254</u> | <u>(9,461,254)</u> | <u>0</u> |
| Total all funds | \$56,754,880 | \$8,216,679 | \$64,971,559 |
| Less estimated income | <u>15,019,817</u> | <u>(530,418)</u> | <u>14,489,399</u> |
| Total general fund | \$41,735,063 | \$8,747,097 | \$50,482,160 |
| Full-time equivalent positions | 50.30 | (26.80) | 23.50" |

Page 2, after line 9, insert:

"SECTION 3. AMENDMENT. Section 15-19-00.1 of the North Dakota Century Code is amended and reenacted as follows:

15-19-00.1. Definitions.

In this chapter, unless the context otherwise requires:

1. "Administration" includes the leadership of the center for distance education.
2. "Board" means the state board for career and technical education.
3. "Center" means the North Dakota center for distance education.
- 4-3. "DirectorSuperintendent" means the director and executive officer of the department of career and technical educationsuperintendent of public instruction.

SECTION 4. AMENDMENT. Section 15-19-01 of the North Dakota Century Code is amended and reenacted as follows:

15-19-01. North Dakota center for distance education courses - Establishment - Enrollment of students - Courses of instruction.

The state shall provide kindergarten through grade twelve courses, comprehensive educational support, and high school diplomas through the center for distance education under the following provisions:

1. A complete curriculum prescribed by state-mandated education accreditation entities which meets the requirements for digital education the superintendent of public instruction has determined to be appropriate.
2. A superintendent or an administrator of a school may deny the enrollment of a student in that district at the center for distance education except as provided in subsection 5.
3. The center for distance education may provide services to persons who are not North Dakota residents.
4. Center for distance education students shall pay fees as may be prescribed by the ~~state board for career and technical education~~ superintendent.
5. Students exempt from the compulsory school attendance laws pursuant to subdivision e of subsection 1 of section 15.1-20-02 may enroll in distance education courses offered through the center for distance education. These students may study their center for distance education lessons in their learning environment under the supervision of a parent.

SECTION 5. AMENDMENT. Section 15-19-02 of the North Dakota Century Code is amended and reenacted as follows:

15-19-02. Administration Center for distance education - Appointment and duties.

The program of and all activities related to the center for distance education are the responsibility of the center for distance education and under the authority of the ~~state board for career and technical education~~ superintendent. The ~~director of the department of career and technical education~~ superintendent shall hire administration and staff for the center for distance education who must be classified under the state personnel merit system. The administration of the center shall carry out the responsibilities in operating the center for distance education in the manner approved by the ~~state board for career and technical education~~ superintendent, under the supervision of the director of the department of career and technical education, and compliant with requirements established by the superintendent of ~~public instruction~~ and the education standards and practices board for public school administrators and teachers. The ~~state board for career and technical education~~ superintendent shall administer the responsibilities of the board of a school district relating to the center for distance education.

SECTION 6. AMENDMENT. Section 15-19-06 of the North Dakota Century Code is amended and reenacted as follows:

15-19-06. Special funds - Deposit of collections - Transfers from general fund appropriations.

1. A special operating fund for the center for distance education must be maintained within the state treasury and all income and fees collected by the center for distance education from any source must be remitted monthly by the ~~director~~superintendent to the state treasurer and credited to the special operating fund. All expenditures from the fund must be within the limits of legislative appropriations and must be made upon vouchers, signed and approved by the director. Upon approval of the vouchers by the office of the budget, warrant-checks must be prepared by the office of management and budget.
2. The ~~state board for career and technical education~~superintendent may establish an endowment and scholarship fund to provide financial grants to students enrolled in courses offered through the center for distance education. The endowment and scholarship fund may consist only of those funds specifically appropriated by the legislative assembly and property received by the center for distance education as a gift, devise, or bequest. Any gift, devise, or bequest of property received by the center for distance education which is designated by the ~~state board for career and technical education~~superintendent and donor for the endowment and scholarship fund must be deposited in the scholarship fund at the Bank of North Dakota. The center for distance education may draw on the endowment and scholarship fund for the award of endowments and scholarships within the limits and rules adopted by the ~~state board for career and technical education~~superintendent.

SECTION 7. AMENDMENT. Section 15-19-08 of the North Dakota Century Code is amended and reenacted as follows:

15-19-08. Distance education support and services.

The amount of money appropriated by the legislative assembly for distance education support and services for a biennium, or so much thereof as may be necessary, must be expended first for work provided by distance education as determined by the center for distance education and approved by the ~~state board for career and technical education~~superintendent.

SECTION 8. AMENDMENT. Section 15-20.1-03 of the North Dakota Century Code is amended and reenacted as follows:

15-20.1-03. Powers and duties of state board relating to career and technical education.

The state board shall have all authority necessary to cooperate with the United States department of education or other department or agency of the United States of America in the administration of acts of Congress relating to career and technical education, including the following powers and duties:

1. To administer any legislation enacted by the legislative assembly of this state pursuant to or in conformity with acts of Congress relating to career and technical education.

2. To administer the funds provided by the federal government and by this state for the promotion of career and technical education and to contract with:
 - a. Any public or private institution or agency, board of trustees of any agricultural and training school, or school district of this state; or
 - b. Any public or private institution or agency, or political subdivision, of another state.
3. To formulate plans for the promotion of career and technical education in such subjects as are an essential and integral part of the public school system of education in this state.
4. To provide for the preparation of teachers.
5. To fix the compensation of such officers and assistants as may be necessary to administer the federal acts and the provisions of this chapter relating to career and technical education and to pay the same and other necessary expenses of administration from any funds appropriated for such purpose.
6. To make studies and investigations relating to career and technical education.
7. To promote and aid in the establishment of schools, departments, or classes, and to cooperate with local communities in the maintenance of career and technical education schools, departments, or classes.
8. To prescribe the qualifications and provide for the certification of teachers, directors, and supervisors.
9. To cooperate with governing bodies of school districts and with organizations and communities in the maintenance of classes for the preparation of teachers, directors, and supervisors of career and technical education, to maintain classes for such purposes under its own direction and control, and to establish and control, by general regulations, the qualifications to be possessed by persons engaged in the training of career and technical education teachers.
10. To coordinate new and existing farm management programs offered by any state agency or entity.
11. To create and expand marketing clubs as adjuncts to new and existing farm management programs.
- ~~12. To administer and supervise the program and all activities of the center for distance education.~~

SECTION 9. AMENDMENT. Section 15.1-02-04 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-04. Superintendent of public instruction - Duties. (Effective through June 30, 2023)

The superintendent of public instruction:

1. Shall supervise the provision of elementary and secondary education to the students of this state.
2. Shall supervise the establishment and maintenance of schools and provide advice and counsel regarding the welfare of the schools.
3. Shall supervise the development of course content standards.
4. Shall supervise the assessment of students.
5. Shall serve as an ex officio member of the board of university and school lands.
6. Shall keep a complete record of all official acts and appeals.
7. As appropriate, shall determine the outcome of appeals regarding education matters.
8. Shall direct school district annexation, reorganization, and dissolution and employ and compensate personnel necessary to enable the state board of public school education to carry out its powers and duties regarding school district annexation, reorganization, and dissolution.
9. Shall facilitate a process to review and update annually the statewide prekindergarten through grade twelve education strategic vision. The process must include input and participation from a steering committee that includes representatives of all state-level entities receiving state education funding and education stakeholder groups. Each steering committee member entity receiving state education funds shall provide components of the entity's strategic plan which are aligned to the statewide strategic vision. The steering committee shall prepare a collaborative report of the strategic plans of each committee member entity receiving state education funds. The superintendent shall provide the collaborative report and any updates to the strategic vision to the legislative management during each interim and to a joint meeting of the education standing committees during each regular legislative session.
10. Shall administer a student loan forgiveness program for individuals teaching at grade levels, in content areas, and in geographical locations identified as having a teacher shortage or critical need.
11. Shall facilitate the development and implementation of a North Dakota learning continuum in collaboration with the department of career and technical education, upon the recommendation of the kindergarten through grade twelve education coordination council.
12. Shall collaborate with workforce development stakeholders and the kindergarten through grade twelve education coordination council to determine how best to integrate computer science and cybersecurity into elementary, middle, and high school curriculum under sections 15.1-21-01

and 15.1-21-02. Before September 1, 2022, the superintendent shall provide a report to the legislative management regarding the outcome of this collaboration.

13. Shall administer and supervise the program and activities of the center for distance education.

Superintendent of public instruction - Duties. (Effective after June 30, 2023)

The superintendent of public instruction:

1. Shall supervise the provision of elementary and secondary education to the students of this state.
2. Shall supervise the establishment and maintenance of schools and provide advice and counsel regarding the welfare of the schools.
3. Shall supervise the development of course content standards.
4. Shall supervise the assessment of students.
5. Shall serve as an ex officio member of the board of university and school lands.
6. Shall keep a complete record of all official acts and appeals.
7. As appropriate, shall determine the outcome of appeals regarding education matters.
8. Shall direct school district annexation, reorganization, and dissolution and employ and compensate personnel necessary to enable the state board of public school education to carry out its powers and duties regarding school district annexation, reorganization, and dissolution.
9. Shall facilitate a process to review and update annually the statewide prekindergarten through grade twelve education strategic vision. The process must include input and participation from a steering committee that includes representatives of all state-level entities receiving state education funding and education stakeholder groups. Each steering committee member entity receiving state education funds shall provide components of the entity's strategic plan which are aligned to the statewide strategic vision. The steering committee shall prepare a collaborative report of the strategic plans of each committee member entity receiving state education funds. The superintendent shall provide the collaborative report and any updates to the strategic vision to the legislative management during each interim and to a joint meeting of the education standing committees during each regular legislative session.
10. Shall facilitate the development and implementation of a North Dakota learning continuum in collaboration with the department of career and technical education, upon the recommendation of the kindergarten through grade twelve education coordination council.

11. Shall administer and supervise the program and activities of the center for distance education.

SECTION 10. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM. The amount of \$20,000,000 appropriated from federal funds derived from the state fiscal recovery fund for the statewide area career center initiative grant program in section 1 of chapter 548 of the 2021 Session Laws is not subject to section 54-44.1-11 and is available for the program during the biennium beginning July 1, 2023, and ending June 30, 2025."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1019 - Dept. of Career and Technical Education - House Action

| | Base Budget | House Changes | House Version |
|-------------------------------|--------------|---------------|---------------|
| Salaries and wages | \$4,643,906 | \$798,036 | \$5,441,942 |
| Operating expenses | 2,198,453 | 679,897 | 2,878,350 |
| Grants | 9,507,349 | 2,000,000 | 11,507,349 |
| Grants - secondary | 26,837,780 | 14,200,000 | 41,037,780 |
| Marketplace for kids | 300,000 | | 300,000 |
| STEM initiative | 100,000 | | 100,000 |
| Adult farm management | 1,706,138 | | 1,706,138 |
| Workforce training | 2,000,000 | | 2,000,000 |
| Center for distance education | 9,461,254 | (9,461,254) | |
| Total all funds | \$56,754,880 | \$8,216,679 | \$64,971,559 |
| Less estimated income | 15,019,817 | (530,418) | 14,489,399 |
| General fund | \$41,735,063 | \$8,747,097 | \$50,482,160 |
| FTE | 50.30 | (26.80) | 23.50 |

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

| | Adds Funding for the Cost to Continue Salaries ¹ | Adds Funding for Salary and Benefit Increases ² | Adjusts Base Level Funding ³ | Adds Funding for Program Supervisor Positions ⁴ | Adds Funding for a New Capitol Rent Model ⁵ | Adds Funding for Cost to Continue Reimbursement Rates ⁶ |
|-------------------------------|---|--|---|--|--|--|
| Salaries and wages | \$66,188 | \$365,738 | (\$28,764) | \$394,874 | | |
| Operating expenses | | | 500,000 | | \$179,897 | |
| Grants | | | 2,000,000 | | | |
| Grants - secondary | | | | | | \$4,000,000 |
| Marketplace for kids | | | | | | |
| STEM initiative | | | | | | |
| Adult farm management | | | | | | |
| Workforce training | | | | | | |
| Center for distance education | | | | | | |
| Total all funds | \$66,188 | \$365,738 | \$2,471,236 | \$394,874 | \$179,897 | \$4,000,000 |
| Less estimated income | 156 | 48,190 | 2,471,236 | 0 | 0 | 0 |
| General fund | \$66,032 | \$317,548 | \$0 | \$394,874 | \$179,897 | \$4,000,000 |
| FTE | 0.00 | 0.00 | 0.00 | 2.00 | 0.00 | 0.00 |

| | Adds Funding for New and Expanding Secondary Programs ⁷ | Adds Funding for Grants for School District Career Advisors ⁸ | Adds Funding for Work- Based Learning Coordinators ⁹ | Adds Funding for Emerging Technology Grants ¹⁰ | Removes Funding for the Center for Distance Education ¹¹ | Total House Changes |
|-------------------------------|--|--|---|--|---|------------------------|
| Salaries and wages | | | | | | \$798,036 |
| Operating expenses | | | | | | 679,897 |
| Grants | | | | | | 2,000,000 |
| Grants - secondary | \$8,000,000 | \$500,000 | \$1,500,000 | \$200,000 | | 14,200,000 |
| Marketplace for kids | | | | | | |
| STEM initiative | | | | | | |
| Adult farm management | | | | | | |
| Workforce training | | | | | | |
| Center for distance education | | | | | (\$9,461,254) | (9,461,254) |
| Total all funds | \$8,000,000 | \$500,000 | \$1,500,000 | \$200,000 | (\$9,461,254) | \$8,216,679 |
| Less estimated income | 0 | 0 | 0 | 0 | (3,050,000) | (530,418) |
| General fund | \$8,000,000 | \$500,000 | \$1,500,000 | \$200,000 | (\$6,411,254) | \$8,747,097 |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | (28.80) | (26.80) |

¹ Funding is added for the cost-to-continue salary increases.

² The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

| | General Fund | Other Funds | Total |
|---------------------------|---------------|---------------|----------------|
| Salary increase | \$224,706 | \$32,667 | \$257,373 |
| Health insurance increase | <u>92,842</u> | <u>15,523</u> | <u>108,365</u> |
| Total | \$317,548 | \$48,190 | \$365,738 |

³ Base level funding is adjusted as follows:

| | Federal Funds |
|--|------------------|
| Reduces funding for salaries due to staff retirements | (\$28,764) |
| Adds funding for the RUPReady career resource network | 500,000 |
| Adds Carl D. Perkins funding for secondary school grants to provide total federal funding of \$11,507,349 for grants | <u>2,000,000</u> |
| Total | \$2,471,236 |

⁴ Funding of \$394,874 is added from the general fund for salaries and wages for 2 FTE program supervisor positions.

⁵ Funding of \$179,897 is added from the general fund for a new Capitol space rent model.

⁶ 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).

⁷ Funding of \$8 million from the general fund is added for new and expanding secondary career and technical education programs.

⁸ Funding of \$500,000 from the general fund is added for grants to school districts to hire career advisors.

⁹ Funding of \$1.5 million from the general fund is added for grants to school districts for work-based learning coordinators.

¹⁰ Funding of \$200,000 is added for the emerging technology grant program to provide a total of \$1,175,400 from the general fund.

¹¹ Funding of \$9,461,254 for the Center for Distance Education is removed, including \$6,411,254 from the general fund and \$3,050,000 from the independent study operating fund.

This amendment also:

- Adds seven sections to amend North Dakota Century Code to require the Center for Distance Education to report to the Department of Public Instruction rather than the Department of Career and Technical Education.
- Adds a section to provide the Department of Career and Technical Education an exemption to continue funding appropriated from the federal State Fiscal Recovery Fund for career academies during the 2021-23 biennium into the 2023-25 biennium.

23.0248.01003
Title.

Prepared by the Legislative Council staff for
the House Appropriations - Education and
Environment Division Committee
February 6, 2023

Fiscal No. 1

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1019

Page 1, line 2, after "education" insert "; to amend and reenact sections 15-19-00.1, 15-19-01, 15-19-02, 15-19-06, 15-19-08, 15-20.1-03, and 15.1-02-04 of the North Dakota Century Code, relating to the administration of the center for distance education; and to provide an exemption"

Page 1, remove lines 10 through 23

Page 2, replace lines 1 and 2 with:

| " | <u>Base Level</u> | <u>Adjustments or Enhancements</u> | <u>Appropriation</u> |
|---|-------------------|--|----------------------|
| Salaries and wages | \$4,643,906 | \$798,036 | \$5,441,942 |
| Operating expenses | 2,198,453 | 679,897 | 2,878,350 |
| Grants | 9,507,349 | 2,000,000 | 11,507,349 |
| Grants - secondary | 26,837,780 | 14,200,000 | 41,037,780 |
| Marketplace for kids | 300,000 | 0 | 300,000 |
| Science, technology, engineering, and mathematics initiative | 100,000 | 0 | 100,000 |
| Adult farm management | 1,706,138 | 0 | 1,706,138 |
| Workforce training | 2,000,000 | 0 | 2,000,000 |
| Center for distance education | <u>9,461,254</u> | <u>(9,461,254)</u> | <u>0</u> |
| Total all funds | \$56,754,880 | \$8,216,679 | \$64,971,559 |
| Less estimated income | <u>15,019,817</u> | <u>(530,418)</u> | <u>14,489,399</u> |
| Total general fund | \$41,735,063 | \$8,747,097 | \$50,482,160 |
| Full-time equivalent positions | 50.30 | (26.80) | 23.50" |

Page 2, after line 9, insert:

"SECTION 3. AMENDMENT. Section 15-19-00.1 of the North Dakota Century Code is amended and reenacted as follows:

15-19-00.1. Definitions.

In this chapter, unless the context otherwise requires:

1. "Administration" includes the leadership of the center for distance education.
2. "Board" means the state board for career and technical education.
3. "Center" means the North Dakota center for distance education.
- 4.3. "DirectorSuperintendent" means the director and executive officer of the department of career and technical educationsuperintendent of public instruction.

SECTION 4. AMENDMENT. Section 15-19-01 of the North Dakota Century Code is amended and reenacted as follows:

15-19-01. North Dakota center for distance education courses - Establishment - Enrollment of students - Courses of instruction.

The state shall provide kindergarten through grade twelve courses, comprehensive educational support, and high school diplomas through the center for distance education under the following provisions:

1. A complete curriculum prescribed by state-mandated education accreditation entities which meets the requirements for digital education the superintendent of public instruction has determined to be appropriate.
2. A superintendent or an administrator of a school may deny the enrollment of a student in that district at the center for distance education except as provided in subsection 5.
3. The center for distance education may provide services to persons who are not North Dakota residents.
4. Center for distance education students shall pay fees as may be prescribed by the ~~state board for career and technical education~~ superintendent.
5. Students exempt from the compulsory school attendance laws pursuant to subdivision e of subsection 1 of section 15.1-20-02 may enroll in distance education courses offered through the center for distance education. These students may study their center for distance education lessons in their learning environment under the supervision of a parent.

SECTION 5. AMENDMENT. Section 15-19-02 of the North Dakota Century Code is amended and reenacted as follows:

15-19-02. Administration Center for distance education - Appointment and duties.

The program of and all activities related to the center for distance education are the responsibility of the center for distance education and under the authority of the ~~state board for career and technical education~~ superintendent. The ~~director of the department of career and technical education~~ superintendent shall hire administration and staff for the center for distance education who must be classified under the state personnel merit system. The administration of the center shall carry out the responsibilities in operating the center for distance education in the manner approved by the ~~state board for career and technical education~~ superintendent, under the supervision of the director of the department of career and technical education, and compliant with requirements established by the superintendent of ~~public instruction~~ and the education standards and practices board for public school administrators and teachers. The ~~state board for career and technical education~~ superintendent shall administer the responsibilities of the board of a school district relating to the center for distance education.

SECTION 6. AMENDMENT. Section 15-19-06 of the North Dakota Century Code is amended and reenacted as follows:

15-19-06. Special funds - Deposit of collections - Transfers from general fund appropriations.

1. A special operating fund for the center for distance education must be maintained within the state treasury and all income and fees collected by the center for distance education from any source must be remitted monthly by the ~~director~~superintendent to the state treasurer and credited to the special operating fund. All expenditures from the fund must be within the limits of legislative appropriations and must be made upon vouchers, signed and approved by the director. Upon approval of the vouchers by the office of the budget, warrant-checks must be prepared by the office of management and budget.
2. The ~~state board for career and technical education~~superintendent may establish an endowment and scholarship fund to provide financial grants to students enrolled in courses offered through the center for distance education. The endowment and scholarship fund may consist only of those funds specifically appropriated by the legislative assembly and property received by the center for distance education as a gift, devise, or bequest. Any gift, devise, or bequest of property received by the center for distance education which is designated by the ~~state board for career and technical education~~superintendent and donor for the endowment and scholarship fund must be deposited in the scholarship fund at the Bank of North Dakota. The center for distance education may draw on the endowment and scholarship fund for the award of endowments and scholarships within the limits and rules adopted by the ~~state board for career and technical education~~superintendent.

SECTION 7. AMENDMENT. Section 15-19-08 of the North Dakota Century Code is amended and reenacted as follows:

15-19-08. Distance education support and services.

The amount of money appropriated by the legislative assembly for distance education support and services for a biennium, or so much thereof as may be necessary, must be expended first for work provided by distance education as determined by the center for distance education and approved by the ~~state board for career and technical education~~superintendent.

SECTION 8. AMENDMENT. Section 15-20.1-03 of the North Dakota Century Code is amended and reenacted as follows:

15-20.1-03. Powers and duties of state board relating to career and technical education.

The state board shall have all authority necessary to cooperate with the United States department of education or other department or agency of the United States of America in the administration of acts of Congress relating to career and technical education, including the following powers and duties:

1. To administer any legislation enacted by the legislative assembly of this state pursuant to or in conformity with acts of Congress relating to career and technical education.

2. To administer the funds provided by the federal government and by this state for the promotion of career and technical education and to contract with:
 - a. Any public or private institution or agency, board of trustees of any agricultural and training school, or school district of this state; or
 - b. Any public or private institution or agency, or political subdivision, of another state.
3. To formulate plans for the promotion of career and technical education in such subjects as are an essential and integral part of the public school system of education in this state.
4. To provide for the preparation of teachers.
5. To fix the compensation of such officers and assistants as may be necessary to administer the federal acts and the provisions of this chapter relating to career and technical education and to pay the same and other necessary expenses of administration from any funds appropriated for such purpose.
6. To make studies and investigations relating to career and technical education.
7. To promote and aid in the establishment of schools, departments, or classes, and to cooperate with local communities in the maintenance of career and technical education schools, departments, or classes.
8. To prescribe the qualifications and provide for the certification of teachers, directors, and supervisors.
9. To cooperate with governing bodies of school districts and with organizations and communities in the maintenance of classes for the preparation of teachers, directors, and supervisors of career and technical education, to maintain classes for such purposes under its own direction and control, and to establish and control, by general regulations, the qualifications to be possessed by persons engaged in the training of career and technical education teachers.
10. To coordinate new and existing farm management programs offered by any state agency or entity.
11. To create and expand marketing clubs as adjuncts to new and existing farm management programs.
- ~~12. To administer and supervise the program and all activities of the center for distance education.~~

SECTION 9. AMENDMENT. Section 15.1-02-04 of the North Dakota Century Code is amended and reenacted as follows:

15.1-02-04. Superintendent of public instruction - Duties. (Effective through June 30, 2023)

The superintendent of public instruction:

1. Shall supervise the provision of elementary and secondary education to the students of this state.
2. Shall supervise the establishment and maintenance of schools and provide advice and counsel regarding the welfare of the schools.
3. Shall supervise the development of course content standards.
4. Shall supervise the assessment of students.
5. Shall serve as an ex officio member of the board of university and school lands.
6. Shall keep a complete record of all official acts and appeals.
7. As appropriate, shall determine the outcome of appeals regarding education matters.
8. Shall direct school district annexation, reorganization, and dissolution and employ and compensate personnel necessary to enable the state board of public school education to carry out its powers and duties regarding school district annexation, reorganization, and dissolution.
9. Shall facilitate a process to review and update annually the statewide prekindergarten through grade twelve education strategic vision. The process must include input and participation from a steering committee that includes representatives of all state-level entities receiving state education funding and education stakeholder groups. Each steering committee member entity receiving state education funds shall provide components of the entity's strategic plan which are aligned to the statewide strategic vision. The steering committee shall prepare a collaborative report of the strategic plans of each committee member entity receiving state education funds. The superintendent shall provide the collaborative report and any updates to the strategic vision to the legislative management during each interim and to a joint meeting of the education standing committees during each regular legislative session.
10. Shall administer a student loan forgiveness program for individuals teaching at grade levels, in content areas, and in geographical locations identified as having a teacher shortage or critical need.
11. Shall facilitate the development and implementation of a North Dakota learning continuum in collaboration with the department of career and technical education, upon the recommendation of the kindergarten through grade twelve education coordination council.
12. Shall collaborate with workforce development stakeholders and the kindergarten through grade twelve education coordination council to determine how best to integrate computer science and cybersecurity into elementary, middle, and high school curriculum under sections 15.1-21-01

and 15.1-21-02. Before September 1, 2022, the superintendent shall provide a report to the legislative management regarding the outcome of this collaboration.

13. Shall administer and supervise the program and activities of the center for distance education.

Superintendent of public instruction - Duties. (Effective after June 30, 2023)

The superintendent of public instruction:

1. Shall supervise the provision of elementary and secondary education to the students of this state.
2. Shall supervise the establishment and maintenance of schools and provide advice and counsel regarding the welfare of the schools.
3. Shall supervise the development of course content standards.
4. Shall supervise the assessment of students.
5. Shall serve as an ex officio member of the board of university and school lands.
6. Shall keep a complete record of all official acts and appeals.
7. As appropriate, shall determine the outcome of appeals regarding education matters.
8. Shall direct school district annexation, reorganization, and dissolution and employ and compensate personnel necessary to enable the state board of public school education to carry out its powers and duties regarding school district annexation, reorganization, and dissolution.
9. Shall facilitate a process to review and update annually the statewide prekindergarten through grade twelve education strategic vision. The process must include input and participation from a steering committee that includes representatives of all state-level entities receiving state education funding and education stakeholder groups. Each steering committee member entity receiving state education funds shall provide components of the entity's strategic plan which are aligned to the statewide strategic vision. The steering committee shall prepare a collaborative report of the strategic plans of each committee member entity receiving state education funds. The superintendent shall provide the collaborative report and any updates to the strategic vision to the legislative management during each interim and to a joint meeting of the education standing committees during each regular legislative session.
10. Shall facilitate the development and implementation of a North Dakota learning continuum in collaboration with the department of career and technical education, upon the recommendation of the kindergarten through grade twelve education coordination council.

11. Shall administer and supervise the program and activities of the center for distance education.

SECTION 10. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM. The amount of \$20,000,000 appropriated from federal funds derived from the state fiscal recovery fund for the statewide area career center initiative grant program in section 1 of chapter 548 of the 2021 Session Laws is not subject to section 54-44.1-11 and is available for the program during the biennium beginning July 1, 2023, and ending June 30, 2025."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1019 - Dept. of Career and Technical Education - House Action

| | Base Budget | House Changes | House Version |
|-------------------------------|--------------|---------------|---------------|
| Salaries and wages | \$4,643,906 | \$798,036 | \$5,441,942 |
| Operating expenses | 2,198,453 | 679,897 | 2,878,350 |
| Grants | 9,507,349 | 2,000,000 | 11,507,349 |
| Grants - secondary | 26,837,780 | 14,200,000 | 41,037,780 |
| Marketplace for kids | 300,000 | | 300,000 |
| STEM initiative | 100,000 | | 100,000 |
| Adult farm management | 1,706,138 | | 1,706,138 |
| Workforce training | 2,000,000 | | 2,000,000 |
| Center for distance education | 9,461,254 | (9,461,254) | |
| Total all funds | \$56,754,880 | \$8,216,679 | \$64,971,559 |
| Less estimated income | 15,019,817 | (530,418) | 14,489,399 |
| General fund | \$41,735,063 | \$8,747,097 | \$50,482,160 |
| FTE | 50.30 | (26.80) | 23.50 |

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

| | Adds Funding for the Cost to Continue Salaries ¹ | Adds Funding for Salary and Benefit Increases ² | Adjusts Base Level Funding ³ | Adds Funding for Program Supervisor Positions ⁴ | Adds Funding for a New Capitol Rent Model ⁵ | Adds Funding for Cost to Continue Reimbursement Rates ⁶ |
|-------------------------------|---|--|---|--|--|--|
| Salaries and wages | \$66,188 | \$365,738 | (\$28,764) | \$394,874 | | |
| Operating expenses | | | 500,000 | | \$179,897 | |
| Grants | | | 2,000,000 | | | |
| Grants - secondary | | | | | | \$4,000,000 |
| Marketplace for kids | | | | | | |
| STEM initiative | | | | | | |
| Adult farm management | | | | | | |
| Workforce training | | | | | | |
| Center for distance education | | | | | | |
| Total all funds | \$66,188 | \$365,738 | \$2,471,236 | \$394,874 | \$179,897 | \$4,000,000 |
| Less estimated income | 156 | 48,190 | 2,471,236 | 0 | 0 | 0 |
| General fund | \$66,032 | \$317,548 | \$0 | \$394,874 | \$179,897 | \$4,000,000 |
| FTE | 0.00 | 0.00 | 0.00 | 2.00 | 0.00 | 0.00 |

| | Adds Funding for New and Expanding Secondary Programs ⁷ | Adds Funding for Grants for School District Career Advisors ⁸ | Adds Funding for Work-Based Learning Coordinators ⁹ | Adds Funding for Emerging Technology Grants ¹⁰ | Removes Funding for the Center for Distance Education ¹¹ | Total House Changes |
|--|--|--|--|---|---|---------------------|
| Salaries and wages | | | | | | \$798,036 |
| Operating expenses | | | | | | 679,897 |
| Grants | | | | | | 2,000,000 |
| Grants - secondary Marketplace for kids STEM initiative Adult farm management Workforce training Center for distance education | \$8,000,000 | \$500,000 | \$1,500,000 | \$200,000 | | 14,200,000 |
| | | | | | (\$9,461,254) | (9,461,254) |
| Total all funds | \$8,000,000 | \$500,000 | \$1,500,000 | \$200,000 | (\$9,461,254) | \$8,216,679 |
| Less estimated income | 0 | 0 | 0 | 0 | (3,050,000) | (530,418) |
| General fund | \$8,000,000 | \$500,000 | \$1,500,000 | \$200,000 | (\$6,411,254) | \$8,747,097 |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | (28.80) | (26.80) |

¹ Funding is added for the cost-to-continue salary increases.

² The following funding is added for 2023-25 biennium salary adjustments of 4 percent on July 1, 2023, and 4 percent on July 1, 2024, and increases in health insurance premiums from \$1,429 to \$1,648 per month:

| | General Fund | Other Funds | Total |
|---------------------------|--------------|-------------|-----------|
| Salary increase | \$224,706 | \$32,667 | \$257,373 |
| Health insurance increase | 92,842 | 15,523 | 108,365 |
| Total | \$317,548 | \$48,190 | \$365,738 |

³ Base level funding is adjusted as follows:

| | Federal Funds |
|--|---------------|
| Reduces funding for salaries due to staff retirements | (\$28,764) |
| Adds funding for the RUReady career resource network | 500,000 |
| Adds Carl D. Perkins funding for secondary school grants to provide total federal funding of \$11,507,349 for grants | 2,000,000 |
| Total | \$2,471,236 |

⁴ Funding of \$394,874 is added from the general fund for salaries and wages for 2 FTE program supervisor positions.

⁵ Funding of \$179,897 is added from the general fund for a new Capitol space rent model.

⁶ 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).

⁷ Funding of \$8 million from the general fund is added for new and expanding secondary career and technical education programs.

⁸ Funding of \$500,000 from the general fund is added for grants to school districts to hire career advisors.

⁹ Funding of \$1.5 million from the general fund is added for grants to school districts for work-based learning coordinators.

¹⁰ Funding of \$200,000 is added for the emerging technology grant program to provide a total of \$1,175,400 from the general fund.

¹¹ Funding of \$9,461,254 for the Center for Distance Education is removed, including \$6,411,254 from the general fund and \$3,050,000 from the independent study operating fund.

This amendment also:

- Adds seven sections to amend North Dakota Century Code to require the Center for Distance Education to report to the Department of Public Instruction rather than the Department of Career and Technical Education.
- Adds a section to provide the Department of Career and Technical Education an exemption to continue funding appropriated from the federal State Fiscal Recovery Fund for career academies during the 2021-23 biennium into the 2023-25 biennium.



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

March 10, 2023

Members of the North Dakota Senate Appropriations – Human Resources Committee

RE: Support for HB1019 – Career and Technical Education

Dear Chairman Dever and members of the Senate Appropriations – Human Resources Committee. I am reaching out to you in support of HB1019. Career and Technical Education's (CTE) ability to provide students with career exploration and awareness, hands-on learning experiences, skills and leadership preparations, connections to post-secondary education and dual credit opportunities, prospects to obtain industry credentials, and alignment with industry in providing work-based learning opportunities positions CTE to engage and retain our youth within our state's current and future workforce.

As one of five Virtual Career and Technical Education Centers approved by the North Dakota Department of Career and Technical Education State Board, the Central Regional Area Career and Technical Education Center (CRACTC) will be impacted by HB1019 as we continue to research and strive to address ways to provide high school students CTE learning opportunities in high-need, high-wage areas. Currently the CRACTC is serving over 600 students, within 800 course enrollments, throughout 56 different public and private high schools within North Dakota, primarily within rural communities. CRACTC is serving students within eight (8) different program pathways including Agriculture, Aviation, Family & Consumer Sciences (FACS), Graphic Arts, Health Sciences, Information Technology, Marketing, and Technology & Engineering. We are currently working with the ND Department of Career and Technical Education Department and other CTE Centers within North Dakota to help expand programming into other career pathways such as Law & Public Safety, Heavy Equipment Operations, and Work-Based Learning Coordination. Additionally, we are working with higher education partners to provide dual credit opportunities for students in high school to help reduce their future post-secondary costs in areas such as Health Science, Information Technology, and possible expansion into Commercial Driver's License (CDL) training.

As well, CRACTC is working with member districts to help develop and implement mobile lab programming into their local Agriculture and Family & Consumer Science programming, through cost-sharing and rotational applications.

The North Dakota Department of Career and Technical Education requests within HB1019 aims to sustain, expand, and enhance current programming for career education, technical training, and workforce development, in a time in which over 10 million jobs are currently going unfilled in the United States and, as of February 2023 statistics, over 17,000 in North Dakota alone. Support of HB1019 is support for North Dakota's CTE growth and provides the ability for continuation and expanded access to CTE for students across the state through area career centers, such as CRACTC, as well as through local high school CTE programs, for workforce development and desired retention of North Dakota students. Thank you for your important work during this legislative session!

Sincerely,

Lyle P Krueger

Lyle P Krueger

Assistant Director

Central Regional Area Career and Technical Center

Dale Hoerauf, Director
Dale_Hoerauf@bismarckschools.org

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

Amy Johnson, Registrar
Cractc.online@k12.nd.us

North Dakota Department of Career and Technical Education

2023-25 Biennium Budget Senate Appropriations



North Dakota Century Code - NDCCTE

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



North Dakota Century Code - NDCDE

15-19-01: The state, through the Center for Distance Education, shall provide:

- Kindergarten through grade twelve courses,
- Comprehensive educational support,
- High school diplomas.

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.



Alignment with Workforce Development Council Themes

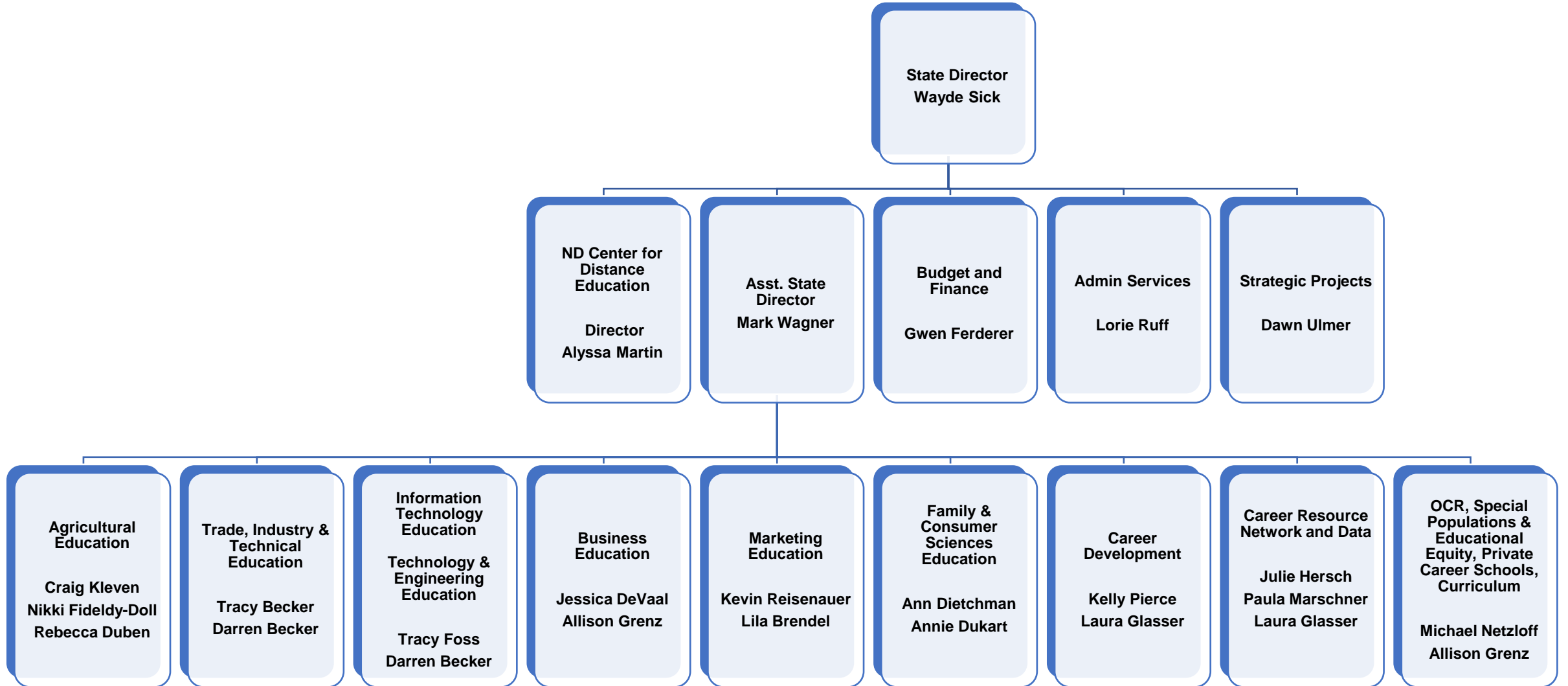
1. Earlier & More Diverse Career Exploration and Addressing the Technical Skills Gap
2. Removing Barriers to Employment
3. Occupational Licensing Reform
4. Recruitment and Retention of Workers

Alignment with PK12 Strategic Vision Framework

1. Increase students who enter kindergarten prepared to learn and increase the number of kindergarten classrooms that meet the needs of every learner
2. Increase students who demonstrate reading proficiency in 3rd grade
3. Increase students who meet expected learning gains each year
4. Increase students who engage in learning
5. Increase students who graduate Choice Ready
6. Reduce the disparity in achievement for students with disabilities, students in poverty, and Native American students



NDCTE Organizational Chart



2021-23 NDCTE Accomplishments

- Launch of Work-Based Learning guidance, creation of WBL Coordinator endorsement and WBL Coordinator Training (21 WBL Coordinators completed training in 2022)
- Launch of the Work-Based Learning module, within the RURReadyND.ND.gov platform
- Launch of the CTE Capital Projects Grant Program – 13 projects approved (awaiting funding from US Treasury)

CTE Capital Projects Grant

- Southwest Area Career and Technical Education Academy – Dickinson - \$10,000,000
- Bakken Area Skills Center – Watford City - \$10,000,000
- Minot Area Workforce Academy – Minot - \$10,000,000
- Career Impact Academy – Grand Forks - \$10,000,000
- Cass County Career & Technical Education Center – Fargo - \$10,000,000
- North Valley Area Career & Technology Center – Grafton - \$4,752,290
- Williston Basin Career and Technical Education Center – Williston - \$10,000,000
- Heart River Career and Technical Education Center – Mandan - \$10,000,000
- Southeast Region Career and Technology Center – Wahpeton - \$2,979,975
- Bismarck Public Schools – Bismarck - \$5,372,203
- Lake Area Career and Technology Center – Devils Lake - \$1,241,074
- James Valley Area Career and Technology Center - \$798,700
- Sheyenne Valley Area Career and Technology Center - \$3,131,986

2021-23 NDCTE Accomplishments

Growth of Programs

| | FY2018 | FY2019 | FY2020 | FY2021 | FY2022 | FY2023 |
|----------------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| | <u>Budget</u> | <u>Budget</u> | <u>Budget</u> | <u>Budget</u> | <u>Budget</u> | <u>Budget</u> |
| | | | | | | |
| | Programs | Programs | Programs | Programs | Programs | Programs |
| Agriculture | 86 | 93 | 91 | 90 | 91 | 94 |
| Business Education | 89 | 87 | 89 | 92 | 85 | 96 |
| Career Development | 75 | 79 | 93 | 95 | 94 | 96 |
| FACS Sciences/Occupational | 111 | 112 | 108 | 112 | 104 | 111 |
| Health Sciences | 25 | 26 | 25 | 26 | 28 | 28 |
| Information Technology | 13 | 13 | 12 | 14 | 16 | 16 |
| Local Administration | 15 | 14 | 14 | 15 | 16 | 16 |
| Marketing Education | 23 | 25 | 26 | 25 | 26 | 26 |
| Tech & Engineering | 48 | 47 | 47 | 47 | 44 | 44 |
| Trade & Industry | 70 | 77 | 75 | 77 | 82 | 82 |
| | 555 | 573 | 580 | 593 | 586 | 609 |

2021-23 NDCTE Accomplishments

Secondary (9-12)

- 25,604 (20-21) and 27,198 (21-22) Enrolled
- 8,648 (20-21) and 9,444 (21-22) Concentrators
 - 82% of all 9-12 Grade Students Enroll in a CTE course
 - 28% of all 9-12 Grade Students are CTE Concentrators

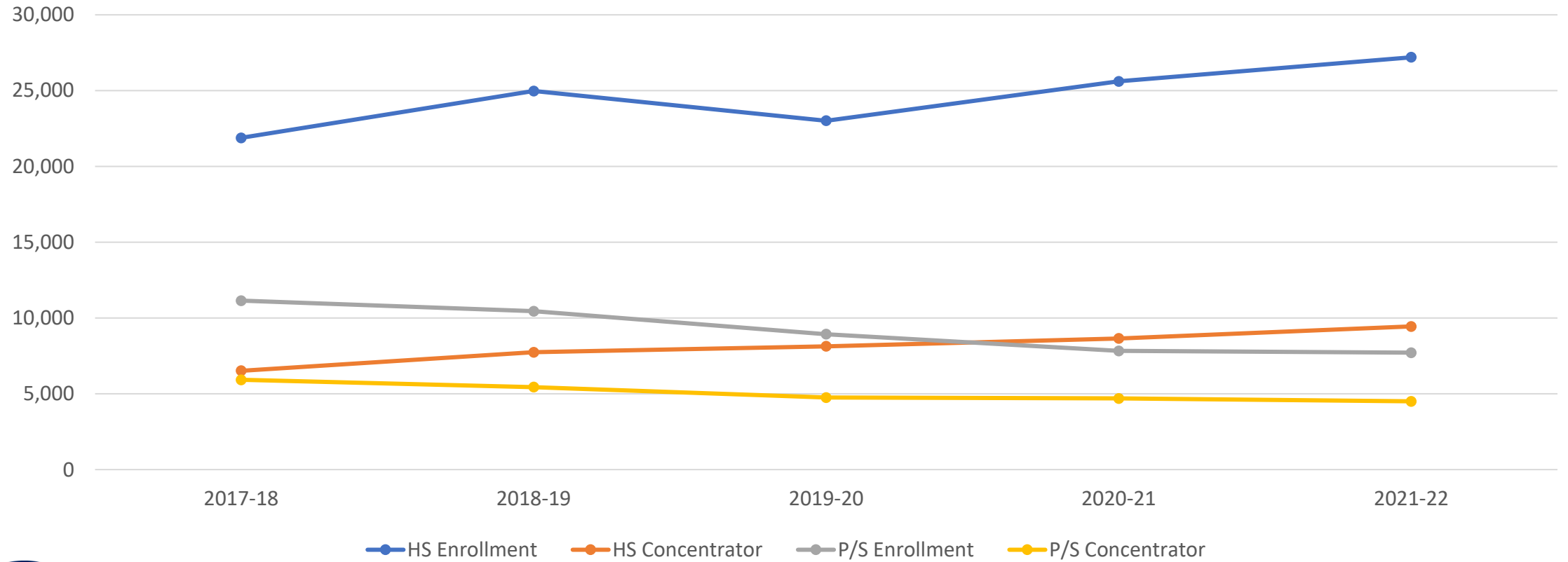
Postsecondary

- 7,831 (20-21) and 7,714 (21-22) Enrolled
- 4,695 (20-21) and 4,500 (21-22) Concentrators



2021-23 NDCTE Accomplishments

CTE Enrollment and Concentrator Trends



2021-23 NDCTE Accomplishments

96.97% In 2022, 96.97% of CTE Concentrators in North Dakota graduated on time compared to 84% of all high school students.

| | 2019-20 | | 2020-21 | | 2021-22 | |
|-------------------------------------|------------|-------------------|------------|-------------------|------------|-------------------|
| | Statewide | CTE Concentrators | Statewide | CTE Concentrators | Statewide | CTE Concentrators |
| Four Year Graduation Rate | 89% | 98.13% | 87% | 96.01% | 84% | 96.97% |
| Demographics | | | | | | |
| Asian American | 90% | 97.14% | 84% | 93.94% | 86% | 100% |
| Black | 82% | 96.43% | 81% | 87.18% | 71% | 91.43% |
| Hispanic | 78% | 95.19% | 73% | 90.76% | 72% | 94.89% |
| Native American | 73% | 96.67% | 70% | 88.41% | 65% | 87.56% |
| Native Hawaiian or Pacific Islander | 75% | 88.89% | 74% | 100% | 72% | 100% |
| White | 92% | 98.44% | 91% | 97.13% | 89% | 97.95% |

Farm Management Education

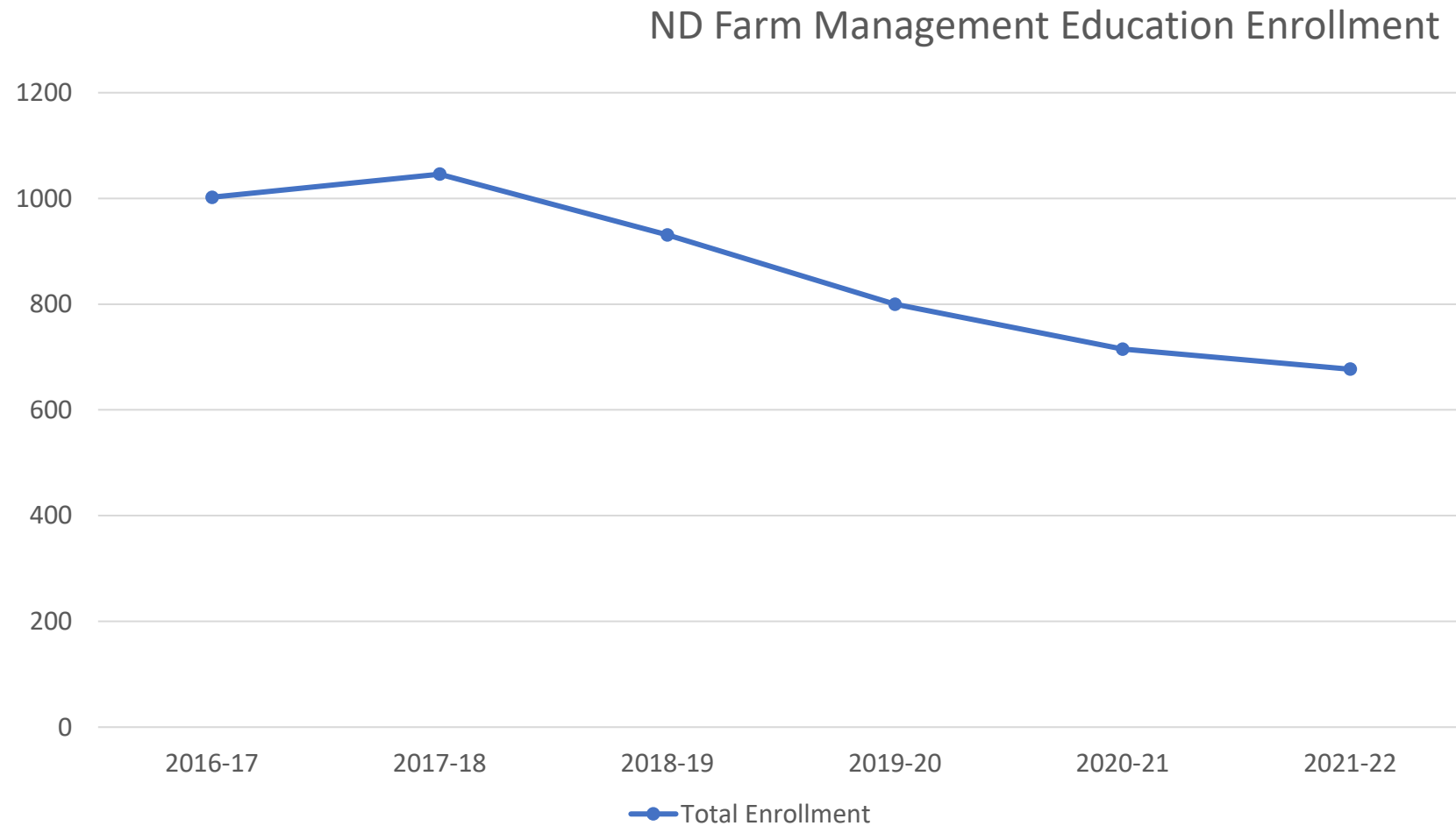
North Dakota Farm Management Education Programs are designed to provide education to farm owners and operators or persons interested in farming.

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.



2021-23 NDCTE Accomplishments

North Dakota Farm Management Education



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

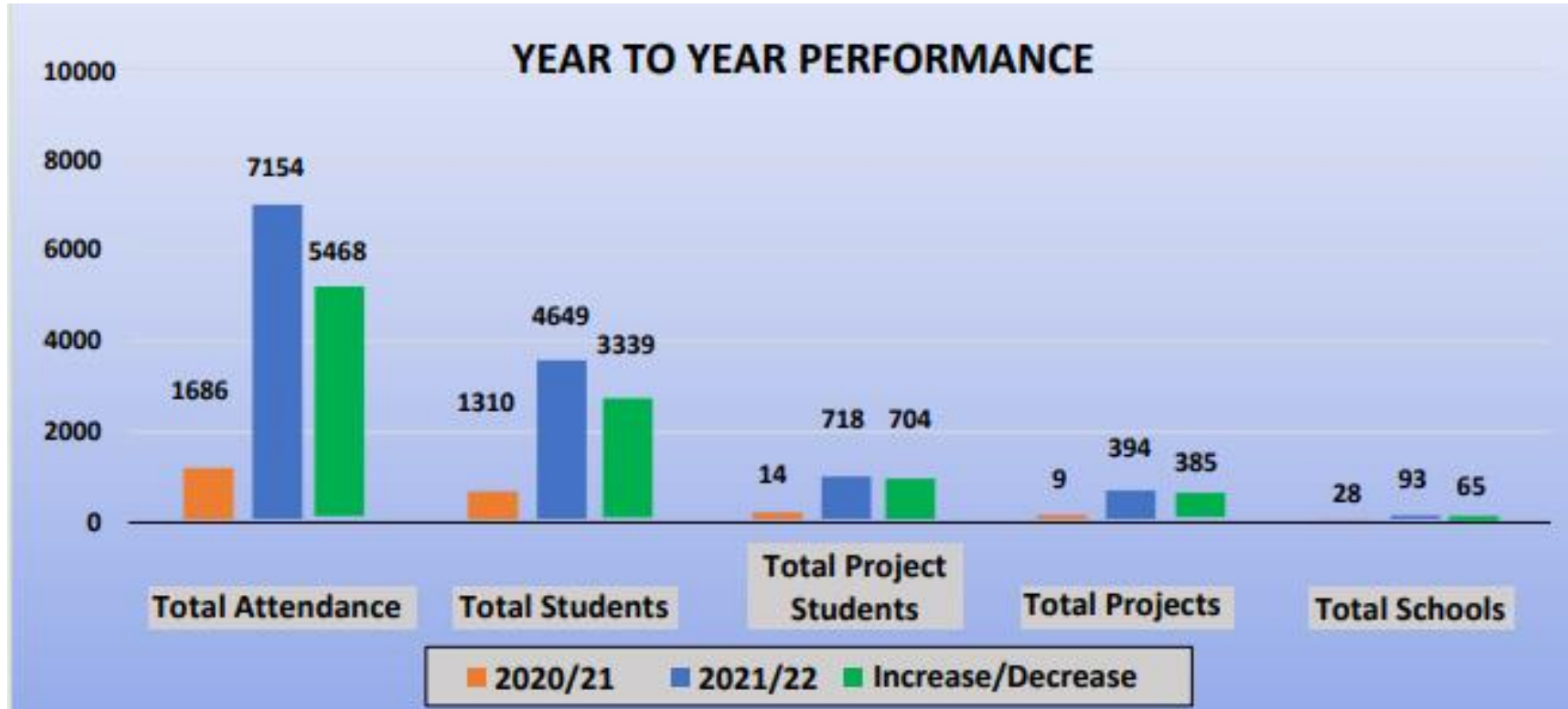
| Regional STEM Days for students | | | | | |
|---------------------------------|---------------|-------------|---------------|-----------------------|---------------|
| | Total Granted | # of Grants | # of Students | # of School Districts | # of Partners |
| 2022 | \$27,640 | 9 | 4385 | 69 | 55 |
| 2023 (to date) | \$13,072 | 4 | ~950 | ~30 | ~25 |
| *\$35,000 Allocated | | | | | |
| Event Sponsorships | | | | | |
| 2023 | Totals | # of Days | # of Students | # of Districts | # of Partners |
| STEM Expo | \$3,168 | 1 | 150 | 12 | 3 |
| eSport Tournament | \$2,500 | 2 | ~150+ | TBD | ~10 |
| Other | | | | | |
| Asset Map | \$16,500 | | | | |
| Total Allocated | \$84,808 | | | | |

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



2023-25 CTE Goals and Opportunities

- Transition to a new Program Reimbursement Platform (WebGrants)
- Access CTE Capital Projects Funds and assist local projects to progress towards completion.
- Increase enrollment and CTE concentrator numbers
- Study and potentially restructure CTE funding model
- Coordinate Virtual CTE between CTE Virtual Centers and the Center for Distance Education
- Expand Work-based Learning Opportunities through additional WBL coordinators and employer partnerships

Base Budget Comparisons

| Budget Line Items | 2021-23 | 23-25 Executive | 23-25 Agency | House |
|------------------------|--------------|-----------------|--------------|--------------|
| Salaries | \$4,643,906 | \$5,527,937 | \$5,471,080 | \$5,441,942 |
| Operating Expenses | \$2,198,453 | \$2,878,350 | \$2,698,453 | \$2,878,350 |
| Grants - Secondary | \$26,837,780 | \$46,837,780 | \$56,837,780 | \$41,037,780 |
| Grants - Federal | \$9,507,349 | \$11,507,349 | \$11,507,349 | \$11,507,349 |
| Grants - STEM | \$100,000 | \$100,000 | \$100,000 | \$100,000 |
| ND Farm Management Ed. | \$1,706,138 | \$1,706,138 | \$1,706,138 | \$1,706,138 |
| Workforce Training | \$2,000,000 | \$2,000,000 | \$4,000,000 | \$2,000,000 |
| Marketplace for Kids | \$300,000 | \$300,000 | \$300,000 | \$300,000 |
| CDE | \$9,461,254 | \$11,700,231 | \$11,504,024 | \$0 |
| Total Funds | \$56,754,880 | \$82,557,785 | \$94,124,824 | \$64,971,559 |
| General Funds | \$41,735,063 | \$63,507,771 | \$75,133,615 | \$50,482,160 |
| Federal Funds | \$11,814,843 | \$14,345,040 | \$14,286,235 | \$14,334,425 |
| Special Funds | \$3,204,974 | \$4,704,974 | \$4,704,974 | \$154,974 |
| Total Funding | \$56,754,880 | \$82,557,785 | \$94,124,824 | \$64,971,559 |
| FTE Count | 50.3 | 53.3 | 57.3 | 23.5 |

Decision Package Requests – 2023-25

| Budget Line Items | Agency | Executive | House |
|--|--------------|----------------------|------------------------|
| Cost to Continue – Secondary Grants | \$4,000,000 | \$4,000,000 | \$4,000,000 |
| New and Expanding – Secondary Grants | \$23,000,000 | \$13,000,000 | \$8,000,000 |
| Emerging Technology – Secondary Grants | \$0 | \$0 | \$200,000 |
| Career Advisors – Secondary Grants | \$3,000,000 | \$3,000,000 | \$500,000 |
| WBL Coordinators – Secondary Grants | \$3,000,000 | \$3,000,000 | \$1,500,000 |
| Perkins V Increase – Grants | \$2,000,000 | \$2,000,000 | \$2,000,000 |
| Carryover CTE Center Grant | \$88,276,228 | Loan Authority – BND | Included and HB1199 |
| Inflationary/Overage CTE Center Grant | \$40,000,000 | Loan Authority – BND | \$0 |
| Continue CTE Center Grant Initiative | \$20,000,000 | \$0 | \$0 |
| Perkins V Transfer - Operating | \$500,000 | \$500,000 | \$500,000 |
| Workforce Training – TrainND | \$2,000,000 | \$0 | \$0 |
| Maintain CDE Special Funds Authority | \$1,500,000 | \$1,500,000 | \$0 |
| Additional FTE – CTE and CDE | 7 | 3 | 2 |

Capital Projects Projected Overage

| Project Location | Projected Overage |
|---------------------------------|---------------------|
| North Valley – Grafton/Cavalier | \$2,000,000 |
| Grand Forks | \$7,516,811 |
| Fargo | \$8,200,000 |
| Southeast – Wahpeton/Edgeley | \$3,383,580 |
| Valley City | \$5,200,000 |
| Jamestown | \$600,000 |
| Devils Lake | \$300,000 |
| Bismarck | \$5,853,410 |
| Mandan | \$4,223,748 |
| Minot | \$8,521,920 |
| Dickinson | \$4,200,000 |
| Williston | \$2,327,927 |
| Watford City | \$3,203,663 |
| Total | \$55,531,059 |

Additional Requests

Requests not included in our initial budget submission

- \$168,061 increase in General Funds Operating
- \$58,805 increase in General Funds to Salaries and Insurance
- Equity increases would need to be General Fund

OUR MISSION STATEMENT

The Center for Distance Education's (CDE) mission is to provide virtual education to support North Dakota's K-12 schools. It offers all students access to extensive educational opportunities, allowing them to achieve their personal goals and reach their full potential. CDE is innovative and quality-focused in its approach to educational delivery and its scope of services to foster the strength of North Dakota's future.



Learning

Operations



DR. TONYA GREYWIND

Assistant Director

Oversees **two FTEs** and all elementary adjuncts. Manages elementary program, dual credit, SmartLabs, and driver's education.



STEVE RING

Business Manager

Oversees finances, facilities, and risk management.



LAURIE TUMA

Office Manager

Oversees **one FTE**; serves as HR liaison to HRMS and manages enrollment operations.



DR. ALYSSA MARTIN DIRECTOR



JOHN STRUCHYNSKI

Technology Director

Oversees **three FTEs** who support all technology operations.



MIKE MILLER

LMS Director

Oversees **two FTEs**. Manages curriculum selection and integration into LMS.



JENIFER MASTRUD

Principal

Oversees 6-12 education, including **12 FT teachers** and the **assistant principal** who oversees **72 adjuncts**.



JOCELYN KOLLE

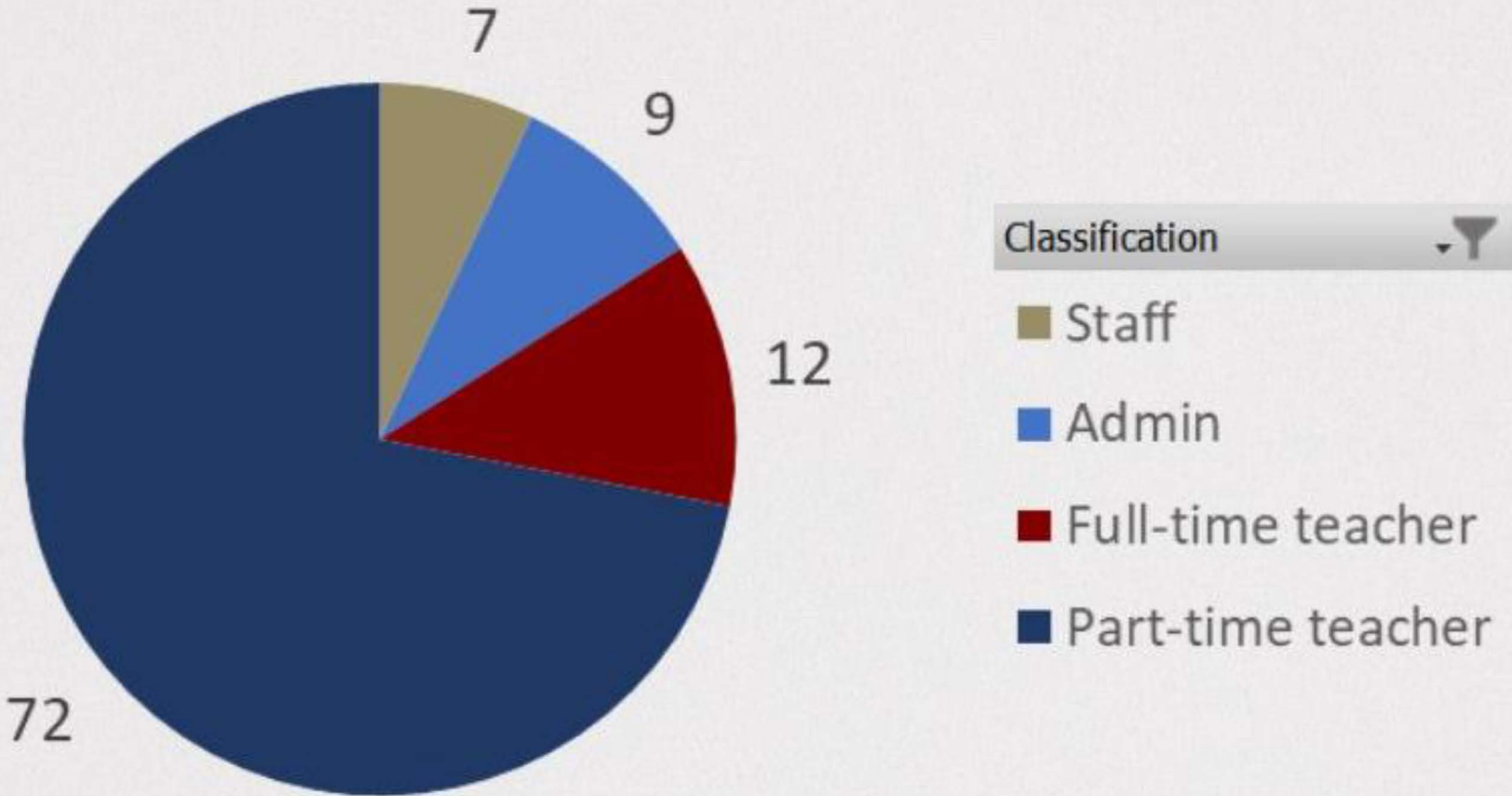
Counselor

Oversees high school diploma program with approximately 80 students annually.



Technology

CDE's Workforce Composition





Founded in 1935 as the Department of
Correspondence Study

2007 became the ND Center for Distance
Education (CDE); in 2019 moved under the ND
Center for Career and Technical Education (CTE)

Governed by our own section of Century Code:
NDCC 15-19 and the CTE board



Our History





What Makes Us Unique



Asynchronous Learning; Students enroll and complete anytime.

Complete K-12 curriculum, diploma program, CTE courses, and dual credit--help fill teacher shortage areas.

Complement and support educational services provided by LEAs

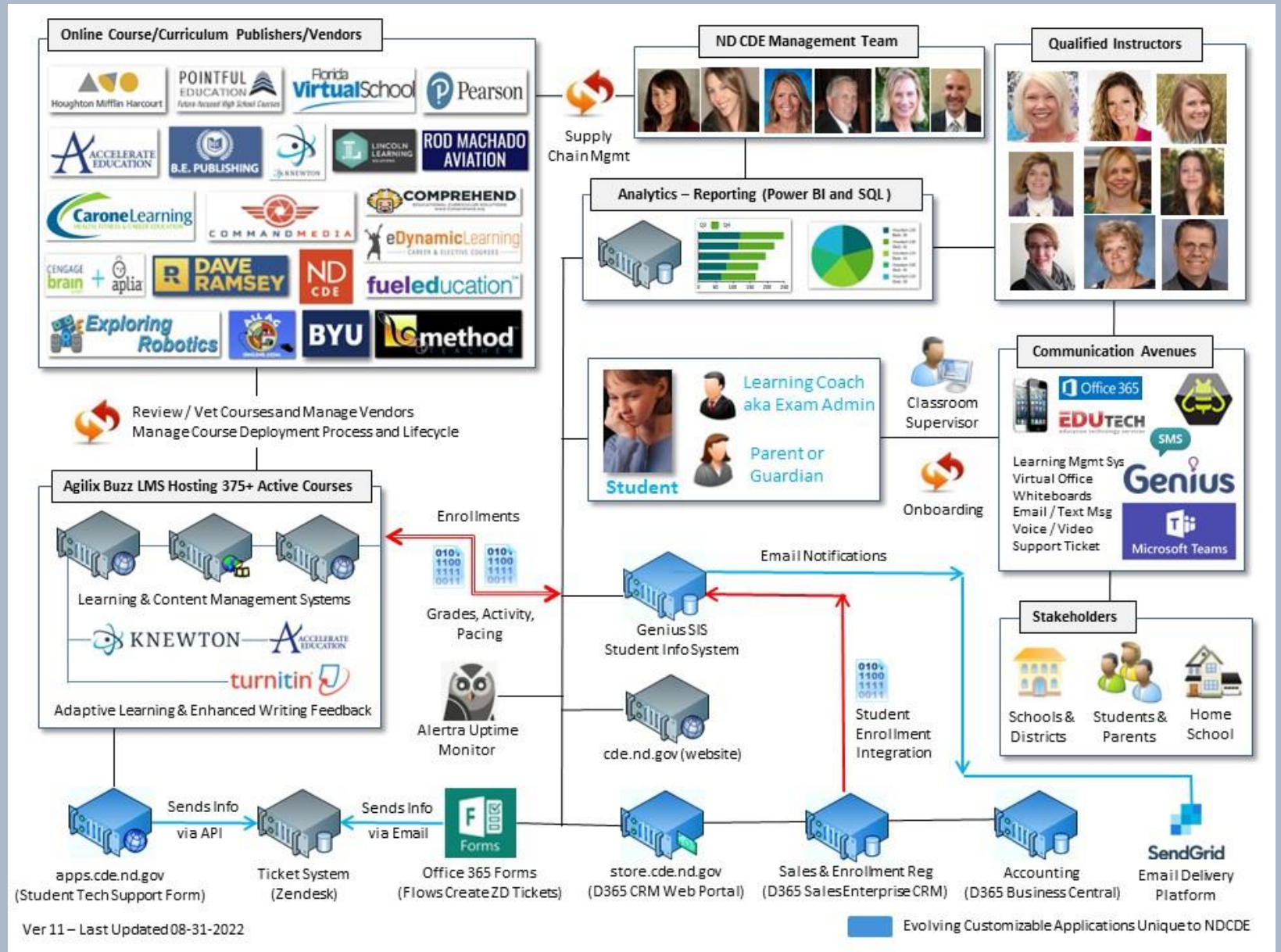
Teachers trained in online learning, including how to engage and motivate online learners; high teacher retention rate

Other services: SmartLabs and driver's education

70% of funding through the state and 30% through tuition



Ecosystem



KEY SERVICES

CORE COURSES

GRADES K-12

CDE offers a full menu of courses required for school approval and graduation under state law.

CTE COURSES

GRADES 6-12

CDE delivers over 100 CTE courses in areas such as agriculture, technology, healthcare, business, and education.

SMARTLABS

K-COLLEGE

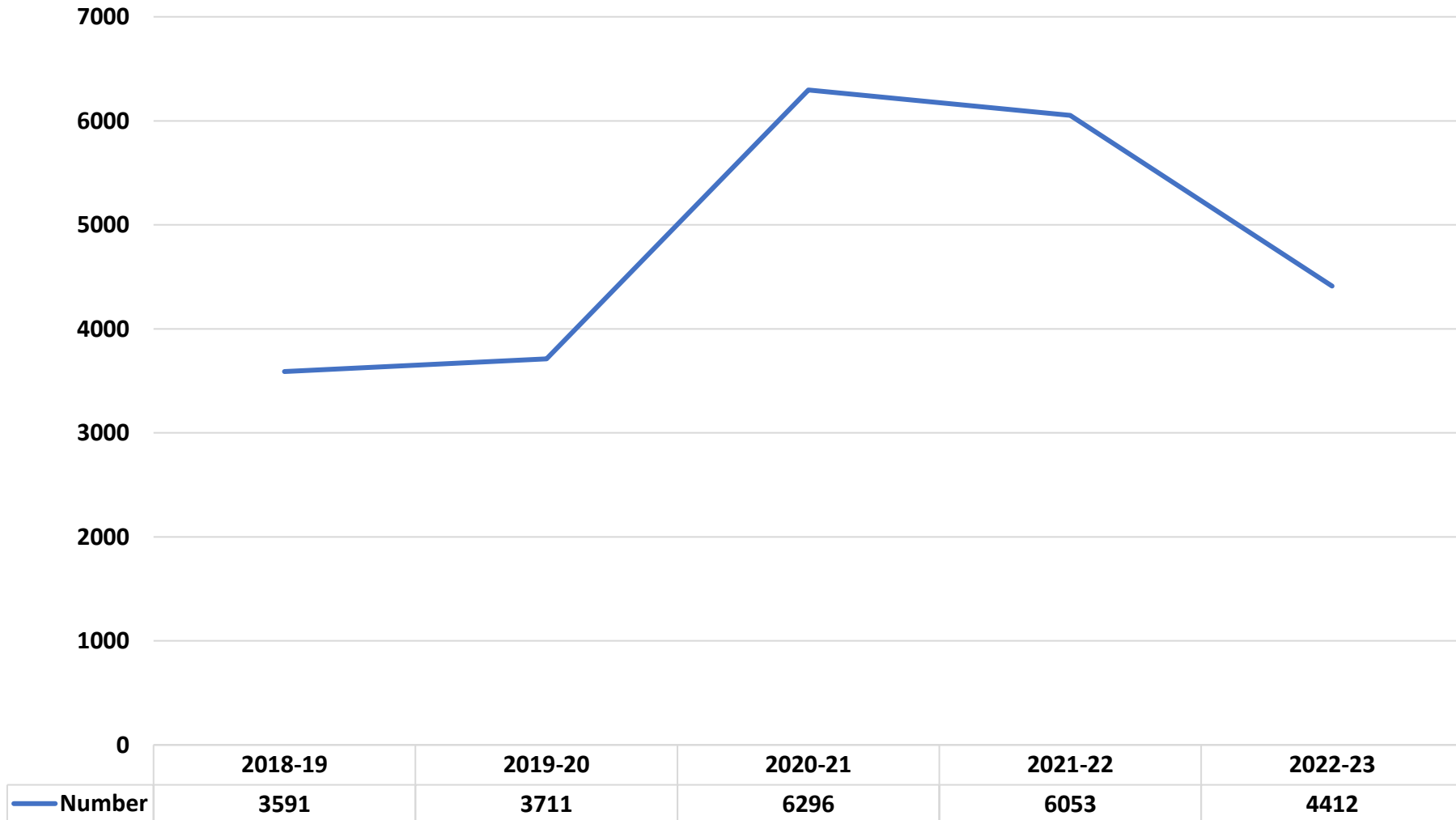
CDE reaches 4300 learners with SmartLabs in 24 schools and 1 university. CDE provides installation, support, and curriculum for these labs.

OTHER SERVICES

GRADES K-12

CDE offers courses in fine arts, foreign languages, music, and dual credit. It has a diploma program and hosts driver's education courses for instructors statewide.

Fall Enrollments by Year



Tuition

During the 21-23 biennium, CDE has raised \$2.7m*, with six months remaining.

*Includes all revenues (Tuition, SmartLabs, Driver's Education)

STANDARD

\$189 /Course

- ✓ Paid by families & non-SOS members
- ✓ Standard rate across all K-12 classes
- ✓ 5.6% increase from last session

SOS DISCOUNT

\$159 /Course

- ✓ Must be a current member in Small Organized Schools
- ✓ Currently, 149 members
- ✓ Price break intended to reduce access barriers

OUT OF STATE

\$259 /Course

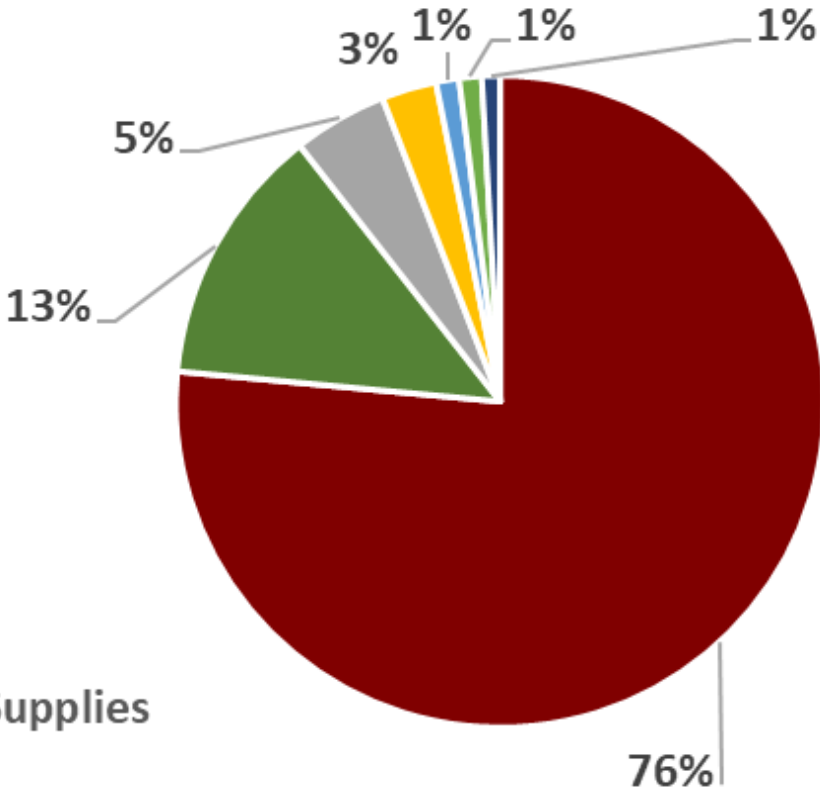
- ✓ Subsidizes CDE revenue
- ✓ Cost is \$299 for AG courses
- ✓ Accounted for 7% of CDE revenue in 21-22

DUAL CREDIT

\$154 /Credit

- ✓ NDUS Rate
- ✓ Currently, six classes available
- ✓ .4% of CDE's 21-22 enrollments

Expenditures by Category



- Salaries
- Curriculum
- Tech Services, Equipment, & Supplies
- Building & Grounds
- Travel
- Operating Fees & Misc. Expenses
- Dues & Professional Development

23-25 FISCAL REQUEST

| Line-Item Request and Comparison Summary | | | | |
|--|---------------------|--------------------------|---------------------------|-------------------------------------|
| Description | 2021-23 Budgeted | 2023-25 CDE Requested | % Increase or Decrease | 2023-25 Executive Recommended |
| Salaries | \$6,411,254.00 | \$8,454,024.00 | 31.9% | \$8,650,231 |
| Permanent | 3,384,679 | 4,130,266 | 22% | 4,221,928 |
| Temporary | 1,108,396 | 2,235,960 | 101.7% | 2,235,960 |
| Fringe Benefits | 1,918,179 | 2,087,798 | 8.8% | 2,192,343 |
| Operating Expenses | \$3,050,000.00 | \$3,050,000.00 | 0% | \$3,050,000.00 |
| Total | \$9,461,254.00 | \$11,504,024.00 | 21.6% | \$11,700,231.00 |

| Sources of revenue | | | | |
|---|---|----------------|--|----------------|
| General Fund | \$6,461,254.00 | \$7,004,024.00 | 8.4% | \$7,200,231.00 |
| Special Spending Authority (Raised through Tuition Paid by Local Schools and Students) | \$3,00,000.00; Emergency Commission approved an additional \$1.5m | \$4,500,000.00 | 0% (based on E.C. approval); 50% based on 21-23 legislative approval | \$4,500,000.00 |

STRATEGIC GOALS

01

INCREASE COURSE QUALITY

- Review all courses for state standards alignment
- Develop a comprehensive assessment plan and annual outcomes report to help guide specific goals
- Move to standards-based grading

02

EXPAND DUAL CREDIT

- Increase enrollment and course offerings by 250%
- Establish dual credit pathways to offer all ND students cohesively structured college credit bundles
- Provide dual credit opportunities to CDE's out-of-state students

03

EXPAND COURSES IN HIGH-NEEDS AREAS

- Develop curriculum in Native Languages
- Work with NDDTSEA to bring driver's education in-house
- Enhance and expand computer science and cybersecurity courses
- Review DPI shortage data annually to identify more opportunities

04

EXPAND UTILITY OF KEY SERVICES

- Identify mechanisms by which elementary program can become an instructional support program to LEAs
- Seek avenues to increase enrollments in technology courses
- Phase out CTE courses that are outdated to expand capacity to offer courses aimed at preparing the future workforce

[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



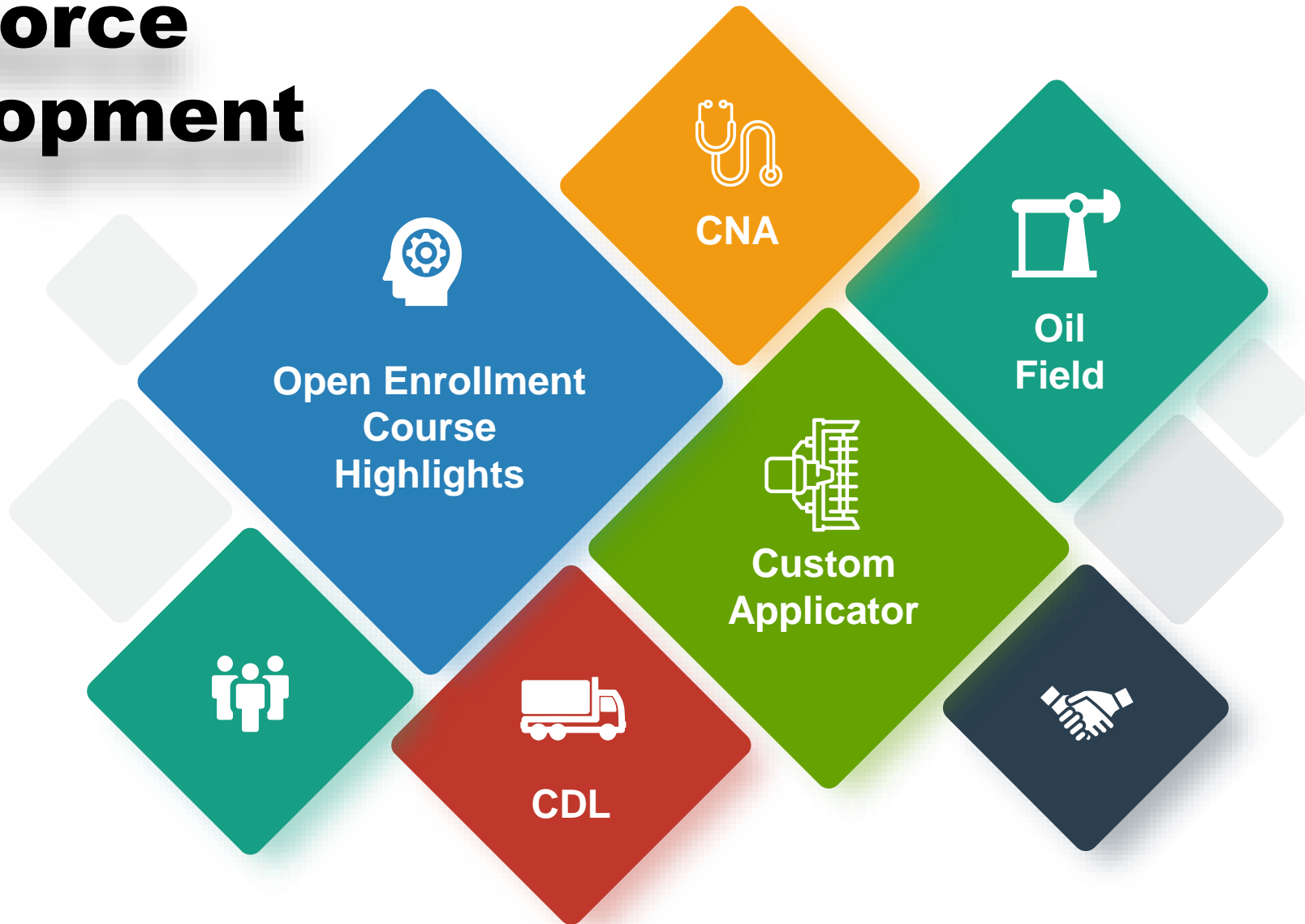
Workforce Needs



-  Demand for workforce is nationwide
-  Tackling this challenge encompasses multiple agencies and programs
-  Each agency plays a role and works collaboratively

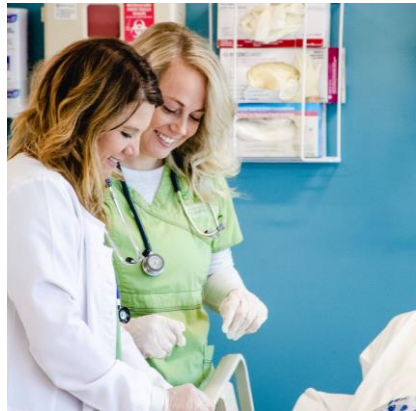
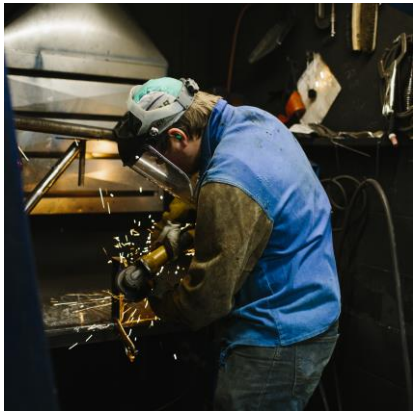


Workforce Development





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



Annual TrainND Numbers & Highlights



1,729

Businesses
Served



14,468

Unduplicated
Participants



206,378

Contact
Hours



\$5,104,633

Total
Revenue




trainND

**&
THE
OPPORTUNITIES**



The Ask



\$2M
Current Funding
For the biennium
since FY2018



\$4M
Requesting
Helps TrainND
Respond to ND's
workforce needs



Industry Demands



Incumbent
Worker Training



Career Pathways



Economic Health



Thank you.
Any questions?



Senate Appropriations
Human Resources Division
HB 1019
Department of Career and Technical Education

Chairman Dever 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 House Bill 1019 or the Department of Career and Technical Education Appropriations Bill.

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, 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. NDCC 15-19-01 allows for the operation of the Center for Distance Education, which in the 2019 Legislative Session, was placed under the authority of the State Board for Career and Technical Education. Currently SB2269 would move CDE over under the authority of the Department of Public Instruction.

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. One such group we work with is the Workforce Development Council. Much of what ND CTE does aligns with the themes of the North Dakota Workforce Development Council, specifically the themes of earlier and more diverse career exploration and addressing the skills gap and removing barriers to employment.

Career and Technical Education also aligns with many of the themes of the PK12 Strategic Vision Framework. We align with the themes (1) Increase students who enter kindergarten prepared to learn, (3) Increase students who meet expected learning gains each year, (4) Increase students who engage in learning, (5) Increase students who graduate Choice Ready, and (6) Reduce the

disparity in achievement for students with disabilities, students in poverty, and Native American students.

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

Next, our accomplishments during the 2021-23 biennium. I have several slides, illustrating accomplishments through program startup and data.

The first two accomplishments focus on work-based learning. During the 2021-23 biennium, the agency developed work-based learning guidance for local High School Programs, developed a Work-Based Learning Endorsement in partnership with the Education Standards and Practices Board, and trained 21 WBL Coordinators, with 18 being endorsed by ESPB. We are seeing early success with WBL coordinators in communities such as Dunseith, Dickinson, Bismarck, and Jamestown. Students are being placed in WBL experiences, with some instances where students secure paid positions. We are in the process of planning a second round of training sessions, occurring this spring. Related to WBL, in August 2022, the Department launched a Work-based Learning Module within its existing RUPrepareND career exploration platform. RUPrepareND is available to every student across the state. Students, 5th grade and below, have access to a resource call Jobs in Paw Land. Sixth grade on up and students enrolled in the Tribal Colleges and NDUS Institutions have access to the entire RUPrepareND platform, including the WBL module. This module will aid students to find opportunities to enhance the education experience, through placement with community employers. Employers can provide their opportunities through the RUPrepareND 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. We have recently partnered with Job Service North Dakota and the Department of Commerce to not only utilize their networks to provide awareness to

employers, but also train JSND and Commerce staff on how to present work-based learning as a workforce solution, when working with employers, economic development, chambers of commerce and community leaders.

Next, we launched the CTE Capital Projects Grant. During the winter of 2021-22, thirteen projects were awarded a total of \$88,276,228. To date, we have only been able to disperse a small amount, due to not having access to the Coronavirus Capital Projects Fund, which is the bulk of the funding. This slide shows which projects were funded. I will discuss this further when we reach the budget portion of the presentation.

The next accomplishment I would like to show is growth in Career and Technical Education. This slide shows how new programs have come trend of the number of programs over the past six years.

Next are the enrollments of our CTE Programs and enrollment trends over the past five years. You can see that our High School enrollments continue to rise. In the 2021-22 school year, 82% of North Dakota students have enrolled in at least one CTE course, with 28% of all high school students qualifying to be a CTE Concentrator. A CTE Concentrator is a federal term and the students we are measured on. A Secondary CTE Concentrator is a student that completes at least two credits in the same CTE Pathway. A Post-secondary Concentrator is a student that completes at least twelve credits in a degree CTE program or completed a program that may be less than twelve credits. We have seen a dip in CTE enrollment and concentrator numbers in our post-secondary programs. We need to dig into the data to determine why this is occurring. Potential reasons are lower higher education enrollment in general or High School CTE students are enrolling into programming that we are not required to report on, such as four-year programs. Additional research needs to be done to determine this.

This is 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 84%, but CTE students graduate at a rate of almost 97%. Native American students enrolled in CTE graduate at a rate of 87%, compared to 65%. Career and Technical Education helps bring relevance and engagement, keeping students in high school.

Another accomplishment in 2021-23 is 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 community colleges. As you can see enrollments have been declining over the past four 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.

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, sponsorships for STEM events, and the creation of a STEM Asset Map. 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 4,300 North Dakota students from 69 different school systems and have helped support educational partnerships with over 55 University/business/industry allies, many of which were presenters/facilitators at the events. These events have increased opportunities for all students that have attended, but significantly for those from districts with limited resources. And more importantly, they have increased STEM opportunities for underrepresented, rural, and Native American students.

Reported impacts of the events have been an increased exposure to the benefits of and excitement for STEM education and have increased awareness and pursuit of STEM careers. These events have also instilled an increased confidence in student's abilities. Some of the reported activities at these STEM days included: a star lab, flower planting, structure building, rockets, automation, how power works, how pump jacks in the oil field work, detection of elements by optical emission, intercropping, and a variety of health care activities. STEM careers represented at these events included: Civil Engineering, Precision Agriculture, Photography, Drone Technologies, and a variety of Health Careers (including Pharmaceutical and Fitness).

The grants awarded this year are well on their way to a similar outcome. Funds were also used to sponsor a STEM Expo in Fargo and will be used to sponsor an E-Sports Tournament in Grand Forks. They were also used to create an Asset Map providing information about STEM activities across the state. You may have visited STEM Day at the ND Capitol on February 9, where many of our grant recipients showcased their programs.

Looking to the future, the ND STEM Ecosystem is developing opportunities to further utilize the expertise of its board members and increase their capacity to serve as STEM leaders in the state. We will continue to pursue partnerships with Industry that will broaden students' engagement in STEM. We are also planning a STEM conference to bring stakeholders together to explore the future of

STEM in the state and to leverage resources in every region that will increase accessibility to STEM for all students.

The 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 can showcase their entrepreneurial ideas. You'll see Covid had a huge impact on Education Days in the 2020-21 school year but rebounded in 2021-22. Twelve Education Days have occurred or will be held during the 2022-23 school year, with an estimated 8,000 attendees.

Next, what are the goals for the agency moving into the 2023-25 biennium.

- 1) We plan to transition to a new Program Reimbursement Platform to allow for easier use by agency and local users.
- 2) Access the CTE Capital Projects Funds and assist local projects to progress towards completion.
- 3) Move forward toward the goal of 100% of our students enrolled in CTE coursework. In preparation for session, we reviewed the in-demand occupation list, as determined by the Workforce Development Council, and cross walked it back to available Post-Secondary and Secondary programs. Almost every in-demand occupation can be walked back to an available Secondary program. The key is providing access to all students, no matter where they are located. Areas we are exploring expanding or creating is the educator pathway and more areas in public safety, such as law enforcement and firefighting.
- 4) Study and potentially restructure the agency's funding model, to help incentivize access to all students.

- 5) Coordinate virtual CTE Course offerings between Area Career and Technology Centers and the Center for Distance Education.
- 6) Continue to expand work-based learning opportunities through increased awareness for employers and additional training and professional development for local CTE staff and employers.

Now I will review the agency's budget, comparing the current 2021-23 biennium budget, the 2023 - 25 Executive Budget, 2023-25 Agency Requests, and actions the House took. I will review each line. Anything that is impacted drastically by a decision package will be discussed on the next slide.

This slide lists the submitted decision packages, which explains the variances between the current biennium's budget and the executive budget. There is also a one-pager in your packet that lists the submitted packages. The decision packages are as follows:

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. This was calculated by adding up programs we were unable to fund this current biennium due to limited funding and the historical increase in costs.

New and Expanding Programs – \$20 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 \$20 million. This will provide funding for new programs at comprehensive high schools, existing, and new Area Career and Technology Centers. The new Centers were funded with the CTE Capital Projects Grant in the 2021-23 biennium and will begin operation in the 2023-25 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. The Department of Career and Technical Education would also include in this request funds to enable the Department to fund access to a career advisor for every school district across the state. Career Advisors would support counselors by assisting students with career exploration. Currently school counselors are beyond capacity assisting students with social and academic needs. Career Advisor's sole responsibility would be career exploration. This would fund approximately 90 career advisors across the state, both years of the biennium. \$3 million would be set aside for funding Career Advisors. This also would support legislation passed in the 2021 session that adjusted the ratio of counselors required in our schools. Career Advisors can assist in filling that ratio.

Work-Based Learning Coordinators – \$3 million

To continue to expand work-based learning opportunities, the Department of Career and Technical Education is requesting \$3 million to provide full funding for up to sixteen Work-Based Learning coordinators. The WBL Coordinators are to be located throughout the state, primarily housed at Area Career and Technology Centers. Another option, to support more WBL Coordinators, is to provide a partial reimbursement, like the other programs we have across the state. 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.

Workforce Training – \$2 million

Due to the continuing workforce training needs of the state, TrainND is requesting an additional \$2 million in funding. Currently, the four TrainND regions have a biennial state appropriation of \$2 million. These additional funds would be used to update equipment and training to address the ever-evolving workforce needs of the state. This would also provide funding for TrainND to have a presence in parts

of the state where a gap in workforce training exists. Sara Vollmer, TrainND Director for the Southeast Region will present on TrainND, later in the Hearing.

Funding for Additional FTE at Department of CTE – \$198,000 per FTE

As Career and Technical Education continues to grow, the workload for CTE staff continues to rise. Programs continue to increase in number and diversity and more alternate teachers are entering the classrooms which requires more attention of Department of CTE staff. This will provide adequate time for the Program Area Supervisors to provide more direct technical assistance to instructors, therefore ensuring quality CTE programs, improving instructor retention, and supporting statewide Career Technical Student Organizational activities. The Department has been extremely frugal in its FTE count, decreasing staffing from 27.5 FTE in the 2013-15 biennium to 21.5 in the 2021-23 biennium. This is as lean as the agency can be and the Department now needs to look to expand to ensure we continue to provide services. The Department is requesting four additional staff, that would be utilized as program supervisors and communication and marketing support for the entire agency.

One-Time Optional Requests:

Continuation of New and Expanding CTE Centers – \$88,276,228

This has been addressed by previous Legislative Action. First HB1199 was fast-tracked through both chambers, allowing the Agency to receive loan authority from the Bank of North Dakota for the \$68.3M, with the intent of the loan to be paid off when we do receive the Coronavirus Capital Projects Grant funds. We also requested and received from the House, an exemption to carry over the \$20M of ARPA funds, in the event those funds are not fully expended by the end of the biennium.

I also request an additional amendment to be considered. It would read as follows:

Page 8, after line 26, insert:

SECTION 22. EXEMPTION- FEDERAL CORONAVIRUS CAPITAL PROJECTS FUND- MATCHING

FUNDS. *The amount appropriated to the department of career and technical education from federal funds derived from the federal coronavirus capital projects fund for a statewide area career center initiative grant program as contained in subsection 1 of section 6 of chapter 15 of the 2021 Session Laws is not subject to the provisions of section 54-44.1-11. Any unexpended funds from this appropriation are available to the department of career and technical education for the statewide area career center initiative grant program, during the biennium beginning July 1, 2023, and ending June 30, 2025.*

Renumber accordingly

The reason for this, in the event a project does not use all their funds or does not happen, the Department would be able to reallocate dollars to a different project.

New and Expanding CTE Centers Inflation Impact – \$40 million

Due to the delay in receipt of the federal Coronavirus Capital Projects funds and inflationary costs, grantees will be unable to deliver what was stated in the applications. The Department is requesting \$40 million, to grant out to awarded applicants, to deliver upon their submitted and approved 2022 applications. In visiting with the grantees, they are anticipating up to a 40% increase in construction costs. Without sufficient funding, grantees will need to scale back programming. This may have a negative impact on the private sector donation pledges.

The following slide shows the estimated overage of each of the thirteen projects and provided by the author of each approved grant, working with their architects and contractors to provide an estimate. As you can imagine, many of these projects have not gone out for bid, due to the delay in access to funding, so these are estimates.

CTE Centers Not Approved in 2021-23 – \$20 million

Although thirteen different projects were funded across the state during the 2021-23 biennium, there are still gaps in the state that are not served by Area Career and Technical Education Centers. 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.

Finally, the agency has a few additional asks, that were not included in our initial budget request.

In 2015, CTE's operating general fund was \$603,109. With the allotment of 6.55% in 2016 and subsequent 10% reductions in the 2019-21 and 21-23 biennia, the operating general fund is now at \$404,345. This is a reduction of \$198,764.

Federal funds for operating remained the same from 2015 through 2019. Then CTE saw operating increases as follows:

| | |
|------|----------|
| 2020 | \$1,868 |
| 2021 | \$4,919 |
| 2022 | \$12,850 |
| 2023 | \$11,066 |

Increase in federal funds is \$30,703 since 2015.

CTE would like to request an increase in general funds of \$168,061 to bring our operating line back to where we were eight years ago. We would use these dollars for address increase costs in supplies, travel, etc. We have become very lean, due to the reductions we have made to our Operating Line but can no longer operate with our limited funds.

Secondly, we are appreciative of the employee salary increases the Legislature is currently considering, yet according to the House version of HB1019, \$43,631 of the salary increase and \$15,174 of the increase to address insurance costs are to be provided with the agency's federal dollars. As previously stated, we have seen an increase in our federal administrative dollars of \$30,703 since 2015. We cannot support the proposed increase utilizing federal dollars as we do not have sufficient funds.

Finally, any proposed equity increase would need to be funded 100% with General Funds as we do not have the federal funds to support those increases.

Senator Dever and members of the Senate Appropriations Human Resources Sub-Committee.

This concludes my testimony, and I am happy to answer any questions you may have.



North Dakota Department of Career and Technical Education
 600 E Boulevard Ave Bismarck ND 58505 (701) 328-3180 www.cte.nd.gov

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:

- 609 secondary programs serving 27,198 students and
- 208 postsecondary programs serving 7,714 students.



School Year 2022

NDCTE met all Perkins V Quality performance measures in the Secondary and Postsecondary areas:

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

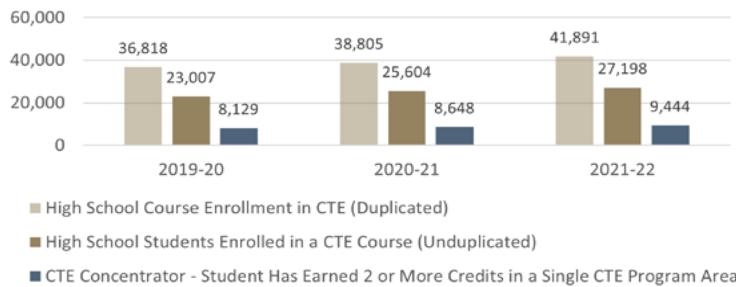
Postsecondary

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

96.97% In 2022, 96.97% of CTE Concentrators in North Dakota graduated on time compared to 84% of all high school students.

| | 2019-20 | | 2020-21 | | 2021-22 | |
|-------------------------------------|------------|-------------------|------------|-------------------|------------|-------------------|
| | Statewide | CTE Concentrators | Statewide | CTE Concentrators | Statewide | CTE Concentrators |
| Four Year Graduation Rate | 89% | 98.13% | 87% | 96.01% | 84% | 96.97% |
| Demographics | | | | | | |
| Asian American | 90% | 97.14% | 84% | 93.94% | 86% | 100% |
| Black | 82% | 96.43% | 81% | 87.18% | 71% | 91.43% |
| Hispanic | 78% | 95.19% | 73% | 90.76% | 72% | 94.89% |
| Native American | 73% | 96.67% | 70% | 88.41% | 65% | 87.56% |
| Native Hawaiian or Pacific Islander | 75% | 88.89% | 74% | 100% | 72% | 100% |
| White | 92% | 98.44% | 91% | 97.13% | 89% | 97.95% |

Statewide Enrollment



High School course enrollment in CTE is **41,891**

(Duplicated Count)

27,198 or 82% 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 | | 2021-22 STARS Data (Duplicated) Grades 9-12 | 2021-22 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. | | 6,061 | 3,328 |
| 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. | | 9,484 | 10,286 |
| 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. | | 11,789 | 8,907 |
| 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. | | 1,430 | 81 |
| 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. | | 2,798 | 0 |
| Technology & Engineering Education Provides leadership, support, and curriculum integration for state technology and engineering programs and the Technology Student Association (TSA) CTSO. | | 3,534 | 1,918 |
| 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 | 3,794 | 0 |
| | Health Sciences | 3,001 | 2 |
| Totals | | 41,891 | 24,522 |

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 RUPReady.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.RUPReadyND.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 establishment of thirteen additional CTE Centers and facilities.

Provides the opportunity for students to take CTE courses through online and ITV delivery.

Online Delivery

- 8 Transmitting Schools
- 91 Receiving Schools
- 54 Types of Classes Taken
- 1,325 students enrolled in CTE courses delivered online in school year 2022-23

ITV Delivery

- 7 Transmitting Schools
- 49 Receiving Schools
- 20 Types of Classes Taken
- 306 Students enrolled in CTE courses delivered through ITV in school year 2022-23

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 | | 2017-18 | 2018-19 | 2019-20 | 2020-21* | 2021-22 |
|------------------------------|----------|---------------|---------------|---------------|---------------|---------------|
| DECA - High School | Chapters | 21 | 24 | 24 | 23 | 25 |
| | Members | 788 | 958 | 917 | 708 | 89 |
| DECA - Collegiate | Chapters | 9 | 9 | 9 | 9 | 9 |
| | Members | 186 | 201 | 205 | 143 | 172 |
| FBLA - High School | Chapters | 63 | 64 | 69 | 63 | 63 |
| | Members | 1,487 | 1,525 | 1,503 | 1,081 | 1,022 |
| FBLA - Middle School | Chapters | 10 | 12 | 15 | 10 | 21 |
| | Members | 109 | 95 | 99 | 61 | 160 |
| FBLA - Collegiate | Chapters | 6 | 6 | 4 | 3 | 4 |
| | Members | 79 | 50 | 25 | 21 | 32 |
| FCCLA | Chapters | 74 | 72 | 72 | 64 | 72 |
| | Members | 1,583 | 1,533 | 1,432 | 1,186 | 1,560 |
| FFA | Chapters | 87 | 88 | 90 | 85 | 93 |
| | Members | 5,743 | 6,147 | 6,227 | 6,252 | 7,141 |
| SkillsUSA | Chapters | 23 | 26 | 26 | 30 | 23 |
| | Members | 743 | 735 | 699 | 339 | 495 |
| TSA | Chapters | 24 | 21 | 25 | 17 | 16 |
| | Members | 307 | 337 | 321 | 196 | 184 |
| Total Chapters | | 317 | 322 | 334 | 304* | 326 |
| Total Members | | 11,025 | 11,581 | 11,428 | 9,987* | 10,855 |

*COVID-19 Impacted School Year



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's mission is to empower its members to become world-class workers, leaders and responsible American citizens.



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

2023-25 Department of Career and Technical Education Legislative Priorities



For the 68th Legislative Session, the Department of Career and Technical Education has identified the following budget priorities. The requests are both increases to the agency's base budget and one-time items.

Ongoing 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 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.

New and Expanding Programs – \$23 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 \$20 million. This will provide funding for new programs at comprehensive high schools, existing, and new Area Career and Technology Centers. The new Centers were funded with the CTE Capital Projects Grant in the 2021-23 biennium and will begin operation in the 2023-25 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.

The Department of Career and Technical Education would also include in this request funds to enable the Department to fund access to a career advisor for every school district across the state. Career Advisors would support counselors by assisting students with career exploration. Currently school counselors are beyond capacity assisting students with social and academic needs. Career Advisor's sole responsibility would be career exploration. This would fund approximately 90 career advisors across the state, both years of the biennium. \$3 million would be set aside for funding Career Advisors. This also would support legislation passed in the 2021 session that adjusted the ratio of counselors required in our schools. Career Advisors can assist in filling that ratio.

Work-Based Learning Coordinators – \$3 million

To continue to expand work-based learning opportunities, the Department of Career and Technical Education is requesting \$3 million to provide full funding for up to sixteen Work-Based Learning coordinators. The WBL Coordinators are 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.

Workforce Training – \$2 million

Due to the continuing workforce training needs of the state, TrainND is requesting an additional \$2 million in funding. Currently, the four TrainND regions have a biennial state appropriation of \$2 million. These additional funds would be used to update equipment and training to address the ever evolving workforce needs of the state. This would also provide funding for TrainND to have a presence in parts of the state where a gap in workforce training exists.

Funding for Additional FTE at Department of CTE – \$198,000 per FTE

As Career and Technical Education continues to grow, the workload for CTE staff continues to rise. Programs continue to increase in number and diversity and more alternate teachers are entering the classrooms which requires more attention of Department of CTE staff. This will provide adequate time for the Program Area Supervisors to provide more direct technical assistance to instructors, therefore ensuring quality CTE programs and improving instructor retention. The Department has been extremely frugal in its FTE count, decreasing staffing from 27.5 FTE in the 2013-15 biennium to 21.5 in the 2021-23 biennium. This is as lean as the agency can be and the Department now needs to look to expand to ensure we continue to provide services. The Department is requesting four additional program supervisors for our largest program areas.

Funding for Additional FTE at Center for Distance Education – \$198,000 per FTE

The Center for Distance Education is requesting funding for an additional three FTE for instructional staff for academic areas that have historically large enrollment numbers. Areas of high enrollment include Social Studies, Mathematics, Science and English. NDCDE will determine where to assign FTEs that are provided.

One-Time Optional Requests:

Continuation of New and Expanding CTE Centers – \$88,276,228

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. Due to delays in receiving the funds from the US Treasury, the funds have not been distributed. The Department is requesting a continuation of these funds into the 2023-25 Legislative session. It is also requested the Legislature consider a different funding source as the federal Coronavirus Capital Project Funds (\$68,276,228) have not been made available to the Department of Career and Technical Education.

New and Expanding CTE Centers Inflation Impact – \$40 million

Due to the delay in receipt of the federal Coronavirus Capital Projects funds and inflationary costs, grantees will be unable to deliver what was stated in the applications. The Department is requesting \$40 million, to grant out to awarded applicants, to deliver upon their submitted and approved 2022 applications.

CTE Centers Not Approved in 2021-23 – \$20 million

Although thirteen different projects were funded across the state during the 2021-23 biennium, there are still gaps in the state that are not served by Area Career and Technical Education Centers. 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.



Home Builders Association of Fargo-Moorhead

1802 32nd Avenue South · Fargo, ND 58103 · (701) 232-5846 · hbafm.com · info@hbafm.com

2023 BOARD OF DIRECTORS

PRESIDENT
David Reid

PRESIDENT ELECT
Mike Lemke

TREASURER
Bill Rothman

ASSOCIATE VICE PRESIDENT
Ian Beaton

SECRETARY
Joyce Balstad

IMMEDIATE PAST PRESIDENT
Kim Hochhalter

DIRECTORS
Nate Anderson
Elana Charlton
Brock Goossens
Monica Hart
Ashley Manly
Bob Miller
Eric Miller
Adam Olson
Shannon Roers Jones
Steve Stachowski

CHIEF EXECUTIVE OFFICER
Bryce Johnson

2023 NDAB EXECUTIVE COMMITTEE

STATE REPRESENTATIVE BUILD-PAC TRUSTEE
Don Dabbert, Jr.

1ST VICE PRESIDENT
Tom Spaeth

2023 NAHB DELEGATES

SENIOR LIFE DELEGATES
Don Dabbert, Jr.
John Gunkelman

LIFE DELEGATES
Jason Eid
Tyrone Leslie
Dan Lindquist

NATIONAL DELEGATES
Kim Hochhalter
Mike Lemke
David Reid
Tom Spaeth

March 14, 2023

Appropriations Committee – Human Resources Division
North Dakota Senate

Chairman Dever and Members of the Committee,

The Home Builders Association of Fargo-Moorhead represents approximately 730 builders and related businesses, many of them based in Cass County. Thank you for the opportunity to submit this letter urging you to support HB1019. This bill would provide growth opportunities and further economic support for career and technical education programming in North Dakota.

Strengthening CTE is a vital component to remedy our workforce issues. Given that many roles in the homebuilding industry do not require a 4-year degree, we are supportive of maintaining and growing programs that develop skills for construction. Our builders are unable to provide quality homes at the rate that our region needs without workers that are qualified to build them. As a result, we can already see that construction costs and purchase prices have increased, leading some buyers to be pushed out of the market. This means a loss in economic activity and growth in our communities.

Career academies provide the space to meet the needs for career and technical education in our state. The funding in HB1019 allows the opportunity to continue pushing these centers forward. By providing an opportunity for growth of CTE programs throughout North Dakota, this bill shows the state’s commitment to resolving workforce issues and providing additional forms of education for careers that our state desperately needs.

Thank you for your time and consideration.

Sincerely,

Bryce Johnson
Chief Executive Officer

David Reid, Radiant Homes
President

Affiliated With



1 HB1186 – Administration of CDE and CTE Appropriations

2 Mandan Public Schools – Dr. Jeff Fastnacht, Asst. Superintendent

3 Good afternoon, Chairman Dever and members of the Senate
4 Appropriations Human Resources Division.

5 Senator Dever is a pleasure to see you again today. Committee
6 members I had the opportunity over the cross-over break to
7 speak with Senator Dever and several Bismarck and Mandan
8 legislators at an event at BSC. During that meeting several local
9 political and business leaders brought up the continued concerns
10 with workforce in our region and the state. As part of that
11 discussion the efforts to expand workforce development at BSC
12 and in our public schools was also discussed. This discussion is
13 what is bringing me here today.

14 There are two parts to HB 1019 that I would like to focus your
15 attention on today, and ask for your support. The first, is funding
16 for new and expanding programs within the NDCTE budget. As
17 Director Sick has mentioned the request from his office for new
18 and expanding is \$20 million. I believe at the present time it is

1 funded at \$8 million. In speaking with Director Sick, he tells me
2 that \$8M should fund all the new and expanding. I emphasize
3 should. Chairman Dever and committee the small schools that
4 make up the new Heart River CTE Center (Mandan, Beulah,
5 New Salem, Glen Ullin, Hebron, Center-Stanton, Flasher, Solen,
6 and Selfridge) are nervous to begin hiring a director, a career
7 counselor, or adding courses without firmer assurance that state
8 funding will follow. A funding of \$10M would provide the
9 needed assurance that our programs, and all new programs, will
10 be funded allowing them to begin to address the workforce gaps
11 in our state.

12 Secondly, I would ask this committee to support the full
13 construction of the new CTE center that were part of the Federal
14 Coronavirus Capital Projects Grant. As you know the base
15 funding of \$88 million has already been approved by both
16 chambers and signed by the Governor. I am asking for
17 additional financial assistance in the form of \$40 million in
18 inflationary impact funds for these valuable 13 projects in our
19 state. As Director Sick has already mentioned these projects are
20 projected to see increased construction costs near 40% over

1 estimates. Without additional funding, projects will need to be
2 cut or alternative funds obtained, which could include local
3 taxation. Within the Heart River CTE unit, Beulah is completed
4 with only minor overages as they were substantially completed
5 before the increase in inflation. New Salem is progressing with
6 their project seeing an increase of 47.7% over projections. New
7 Salem School is covering the nearly \$700,000 in additional
8 costs. Mandan's CTE center is part of the new Mandan High
9 School. Our initial center was expected to cost \$8.2 million.
10 Actual costs now are \$10.5 million or an increase of 29.6%. We
11 have been addressing this gap with special requests for funding
12 of our business partners. We also believe we will be accessing
13 more within our building fund. The only project not started is in
14 Hebron. Their project was estimated to cost \$1 million and is
15 now being rebid as it is coming in at \$1.5 million. Any support
16 you can give these valuable workforce development centers
17 would be appreciated.

18 Thank you for your time this afternoon and I would stand for
19 any questions you may have.



Testimony on HB 1019
Presented to the Senate Appropriations Committee
Prepared by Bernie Dardis, West Fargo Commission President
Wednesday, March 15

1 Chairman Bekkedahl and committee members: I am writing to express my
2 support for HB 1019 in support of the Career and Technical Education (CTE) funding in
3 North Dakota. As a native of western North Dakota, business leader and now resident
4 and Mayor of the City of West Fargo, I can see how CTE funding will benefit residents
5 across the state. I appreciate your leadership on this to strengthen our state's future.

6 West Fargo is proud to be home to the metro area's district of choice. An
7 important piece to the success of our district is an emphasis on career readiness.
8 Students have opportunities through a career academy structure to begin learning skills
9 in fields from engineering to medicine, business, construction and beyond. This model
10 allows students to graduate from high school ready to immediately enter the workforce,
11 or to begin their higher education with a foundation of knowledge that may help them
12 finish a college degree more efficiently.

13 The work of Cass County Career and Technical Education Center (CCCTEC) is
14 critical to the success of CTE in West Fargo schools. The passage of HB 1019 is absolutely
15 necessary to allow CCCTEC to continue preparing students in West Fargo and
16 throughout the county to excel in their chosen careers and fill in the workforce gaps in
17 our region.

18 Workforce needs are felt across the state. CTE centers and programs are
19 valuable tools to filling those needs by training students in careers that are most needed
20 in North Dakota and connecting them with employers and apprenticeships
21 immediately after high school graduation. Continued funding of these programs is vital
22 to the growth of industry and the economic prosperity of our state.

23 I urge you to give HB 1019 a Do Pass to fund Career and Technical Education in
24 North Dakota, and thank you for making the investment in the future of our students
25 and our workforce.



March 13, 2023

Members of the North Dakota
SENATE APPROPRIATIONS HUMAN RESOURCES DIVISION

RE: Support for HB 1019 – Career and Technical Education

Chairman Dever and members of the committee. Thank you for the opportunity to provide written testimony in support of HB 1019. Your vote is critical to ensure adequate funding for the Department of Career and Technical Education (DCTE) to: 1) sustain funding for current career education and guidance programs, 2) support new and growing CTE programs, 3) expand access to CTE programs and shared high-tech labs at area career centers, and 4) adequately launch work-based learning as a direct pipeline to workforce development.

During the 2021 session, DCTE budget cuts have resulted in insufficient levels to sustain reimbursement rates and provide CTE funding for growing schools or new and expanding CTE programs. New high schools, like West Fargo Horace High School, along with many other new and expanded CTE programs across the state, are currently unfunded. Despite K-12 efforts, districts are challenged to meet CTE demands, let alone workforce demands. I would ask that funding requests proposed in HB 1019 be restored to the levels recommended by Executive Director Wayde Sick to ensure CTE's success in the next biennium.

In Cass County, we are pleased to offer a variety of career and technical education programs and pathways in our K-12 systems, yet a study in 2018 revealed program gaps in agriculture education, public service, human services, and the trades. In our region, there is also growing demands in medical careers, construction, information technology, transportation, graphic communication, and manufacturing. Although we continue to cultivate partnerships and innovate delivery, we are limited based on CTE funding. I ask for your support through HB 1019 to expand new programming for growing communities.

Finally, I ask for your leadership, your voice, and your advocacy to amend HB 1019 to restore the one-time ask of \$40 million for the 13 North Dakota area career center projects. The one-time funding request is critical to guarantee area career center projects are built with each community's vision and workforce needs in mind, and not gutted due to construction costs. The two-year delay in federal grant dollars has amplified construction costs by approximately 30-40%, in addition to inflation impact. Construction costs continue to escalate, with total estimates now at \$56M. This one-time investment will ensure area career centers are designed adequately and CTE programs are delivered through high-tech labs when they open their doors. This funding will also accelerate center openings beginning fall 2023 through fall 2024. Details related to the Career Innovation Center in Cass County are available in the corresponding brochure.

Career and technical education is, and will remain, a vital component of the K-14 educational system. CTE provides career awareness and work experiences that motivate students to stay in school, graduate, and make informed career decisions. With almost 18,000 job openings in North Dakota, skilled labor shortages, and a thriving innovative ecosystem, CTE is one strategy to make a difference in our future workforce.

As a member of the 68th Legislative Assembly, you will have the opportunity to support CTE as an investment in our state's economy and as a legacy for North Dakota. I respectfully ask for your "DO PASS" vote on HB 1019, with the additional funding amendments, to adequately fund CTE and North Dakota's emerging area career centers.

Sincerely,

Dr. Denise Jonas, Director of Career & Technical Education

CAREER INNOVATION CENTER

Secondary Career & Technical Education

CIC Program Coordination & Support Services

Post-Secondary CTE & General Education

Adult Training Workforce Solutions



AGRICULTURE & PRECISION

- YEAR 1 Launch new high school Agriculture Education program and align with Grand Farm events
- YEAR 2 Expansion of high school Agriculture Education program and align with Grand Farm events
- YEAR 3 Align high school to post-secondary dual credit



BUSINESS MANAGEMENT, MARKETING & ENTREPRENEURSHIP

- YEAR 1 Define post-secondary program transition
- YEAR 2 Alignment with secondary business options for dual credit
- YEAR 3 Transition alignment between secondary, 2-year to 4-year programming



CONSTRUCTION TRADES

- YEAR 1 Launch building systems program and construction courses
- YEAR 2 Solidify pre-apprenticeship training programs and partnerships
- YEAR 3 Expand building systems curriculums for specialized pathways



HEALTH & ALLIED SCIENCES

- YEAR 1 Expansion of Nursing and EMS program
- YEAR 2 Secondary Medical Information and Pharmacy Tech
- YEAR 3 Biomedical sciences and emerging allied sciences



LIBERAL ARTS & GENERAL EDUCATION

- YEAR 1 Launch Early-Entry options for high school transition
- YEAR 2 Launch high school integrated learning options
- YEAR 3 Increase Early-Entry and 4-year transitions



MANUFACTURING, ENGINEERING & ROBOTICS

- YEAR 1 Welding and fabrication lab expansion
- YEAR 2 Launch of RAMT program
- YEAR 3 Robotic team and maker space lab school alignment



TRANSPORTATION & AUTONOMOUS SYSTEMS

- YEAR 1 Launch UAS course offerings
- YEAR 2 Launch Diesel Technology course offerings
- YEAR 3 Launch Autonomous systems program

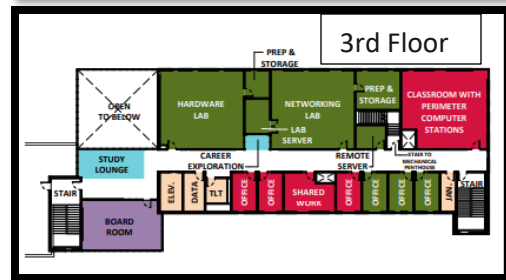
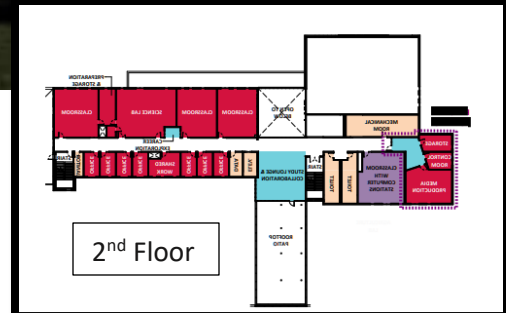
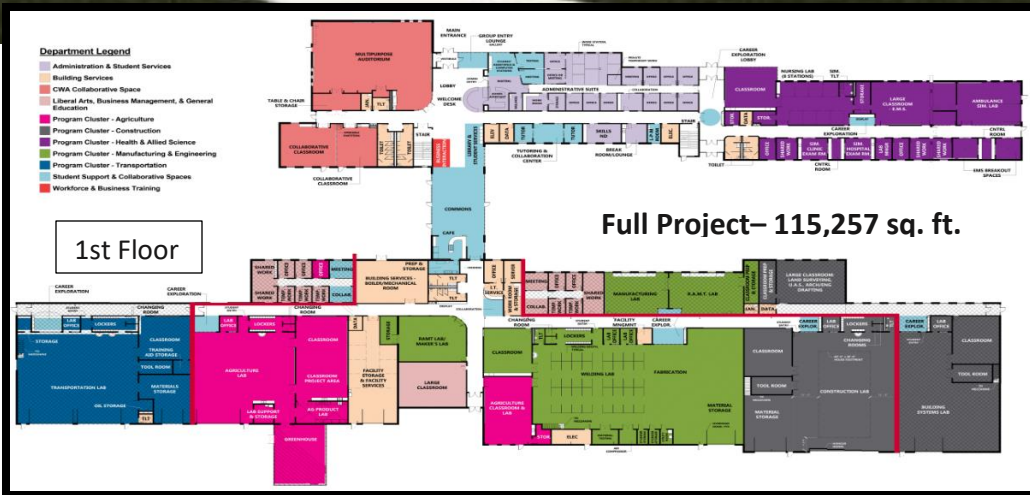


WORKFORCE & BUSINESS TRAINING

- YEAR 1 Expansion of workforce training for skilled trades
- YEAR 2 Increase ApprenticeshipND courses and high school work-based learning options
- YEAR 3 Expand business partnerships supports for CIC programs



A public-private partnership to expand career exploration and advance workforce development in Cass County!



| | Step 1 | Step 2 | Step 3 |
|--|--|---|--|
| Completed Usable Space | 57,000 sq. ft. | 92,169 sq. ft. | 115,257 sq. ft. |
| Funding Amounts and Sources | \$21.2 million: Private contributions | \$31.2 million: private + awarded \$10 million COVID grant | \$39.4 million: private + awarded \$10 million COVID grant + inflation impact funding |
| Construction and Program Milestones | Exterior shell and limited programs | Expanded interior build out and additional programs | Full build out and all planned programs |
| Approval Status | Signed contract for nearly \$18 million | On hold pending 2023 legislative action | On hold pending 2023 legislative action |





CAREER WORKFORCE ACADEMY

PROGRAM PRIORITIES AND CURRICULUM DEVELOPMENT

**STRATEGIC PLAN – PHASE II
MAY 9, 2019**

PROGRAM PRIORITIES AND CURRICULUM DEVELOPMENT

The vision of a Career Workforce Academy (CWA) began in 2016 with a purpose to design education that is responsive to changing employer needs and to increase learner success. This desire was the catalyst for collaboration amongst area secondary schools and two-year colleges. In phase one, career awareness, exploration and preparation for K-12 learners and adults were identified as key elements in the CWA Strategic Plan, May 2018. These elements serve as foundational elements in the research and design of the CWA's program and curriculum identification process for phase two 2019.

As stipulated in the **CWA Strategic Plan - Initiative #6, Curriculum Development and Implementation** are critical to achieving vision outcomes of the Academy. Alignment of the curriculum to student interests, skill sets necessary to fulfill the needs of business and industry, and alignment between secondary and post-secondary are also essential to the design. Curriculums were to be organized around identified career clusters and meet state educational standards and/or certification requirements. Curriculums will also need to be fluid, be more responsive to changing employers and student needs, and have the ability to adjust career shifts.

In order to gain a broad consensus of the potential programs and curriculum through the Career Workforce Academy (CWA), Flint Group was enlisted to facilitate stakeholder input sessions with area K-12 schools and two-year colleges. Participants included: Central Cass, Fargo, Kindred, Moorhead, Northern Cass, and West Fargo Public Schools, along with Minnesota State Community and Technical College-Moorhead (M State-Moorhead) and North Dakota State College of Science (NDSCS).

Representatives were engaged in a process to identify and prioritize initial and future curriculums for the CWA. The phase two desired outcomes were to address the following CWA Strategic Plan - Initiative #6 goals:

Goal 1. In collaboration with business and industry, identify clusters and skills required.

1.1 Confirm initial clusters.

- Manufacturing and STEM
- Information technology
- Health science pathway
- Architecture and construction
- Ag and transportation
- Business and hospitality

1.2 Set up a curriculum team from all three stakeholder groups.

- Align curriculum to defined employer-based, student interest and career pathways
- Develop curriculum to attain clear pathway to graduation and/or industry third-party credentials

- 1.4 Understand employer skill needs and gaps to ensure proper development.**
 - Conduct study to determine employer needs
 - Identify how work-based learning may differ among industries and adjust accordingly
 - Research current knowledge about existing industry-adopted examples to support ongoing conversation with employers
- 1.6 Reduce duplication among training providers.**
 - Encourage collaboration between colleges and other training providers

Goal 2. Match curriculum with cluster group needs.

- 2.1 Review existing curriculum.**
 - Determine areas where curriculum is insufficient

Goal 7. Create new programs or utilize existing program for expanding curriculum needs.

- 7.1 Determine what the ongoing and expanding needs are**
- 7.2 Determine if there is enough student interest to continue to expand curriculum**

Goal 9. Determine location of course offerings (what is going to be offered where).

- 9.1 Set up committee to develop matrix on existing course offerings.**
 - Work with curriculum team to develop policy on distribution of courses
 - Establish procedure to regularly review course distribution

To accomplish this, Flint conducted input sessions with K-12 schools, M State-Moorhead, and NDSCS representatives. Groups studied current and future industry workforce trends and concluded with a combined input and feedback session with all three groups. The report outlines findings and preliminary recommendations toward initial CWA curriculum.

Report Outline

1. The Assignment
2. Process
 - a. Input Session K-12
 - b. Input Session NDSCS
 - c. Input Session M State-Moorhead
 - d. Combined Input and Feedback Session
3. Recommendations
 - a. Career Workforce Academy Concept
 - b. Career Pathway Learning Continuum
 - c. Delivery System
 - d. Curriculum Offerings
 - e. Advancing the Vision - Career Awareness and Education
4. Conclusion
5. Appendix 1

THE ASSIGNMENT

The scope of work proposed led us through a collaborative, consensus-building approach for alignment and directional outcomes. OUR PROPOSED WORK INCLUDED THE FOLLOWING ELEMENTS:

1. Discovery
 - a. Conduct sessions with education partners to ascertain current training programs, course offerings, and their vision for new programs at the academy.
 - b. Conduct input sessions with selected team members to gain knowledge of cluster group industry needs.
 - c. Work with local groups to understand the current information available and other organizations' discussions on workforce training.
2. Share findings with input session stakeholders for feedback.
3. Draft preliminary findings and a final report for the CWA Steering Committee for refinement, approval and direction.
4. Write final report.

Note: The original Scope of Work included interviews with industry representatives to further understand current and future workforce needs. Due to budget restrictions, these interviews were eliminated. Also eliminated were the student interviews, as the committee felt they had a grasp of student awareness levels and felt they could address this in ongoing current research efforts. Added to the Scope of Work was M State-Moorhead, including an input session, their involvement in the joint session and their program offerings. Timelines were adjusted in order to accommodate each group's input session and the addition of M State-Moorhead.

THE PROCESS – INPUT SESSIONS

Three stakeholder input sessions were conducted with representatives from each of the educational groups. Each group followed a similar agenda. Steps 1-3 were identical and reported below. Steps 4-7 were specific to each group and reported on under their specific session.

1. Review Strategic Plan and Initiative 6
2. Career cluster groups identified
3. Review labor statistics
4. Analyze current K-12 programs and courses
5. Collaboration areas (gaps and duplications)
6. Criteria for regular review of courses
7. Education on career pathways (discussion)

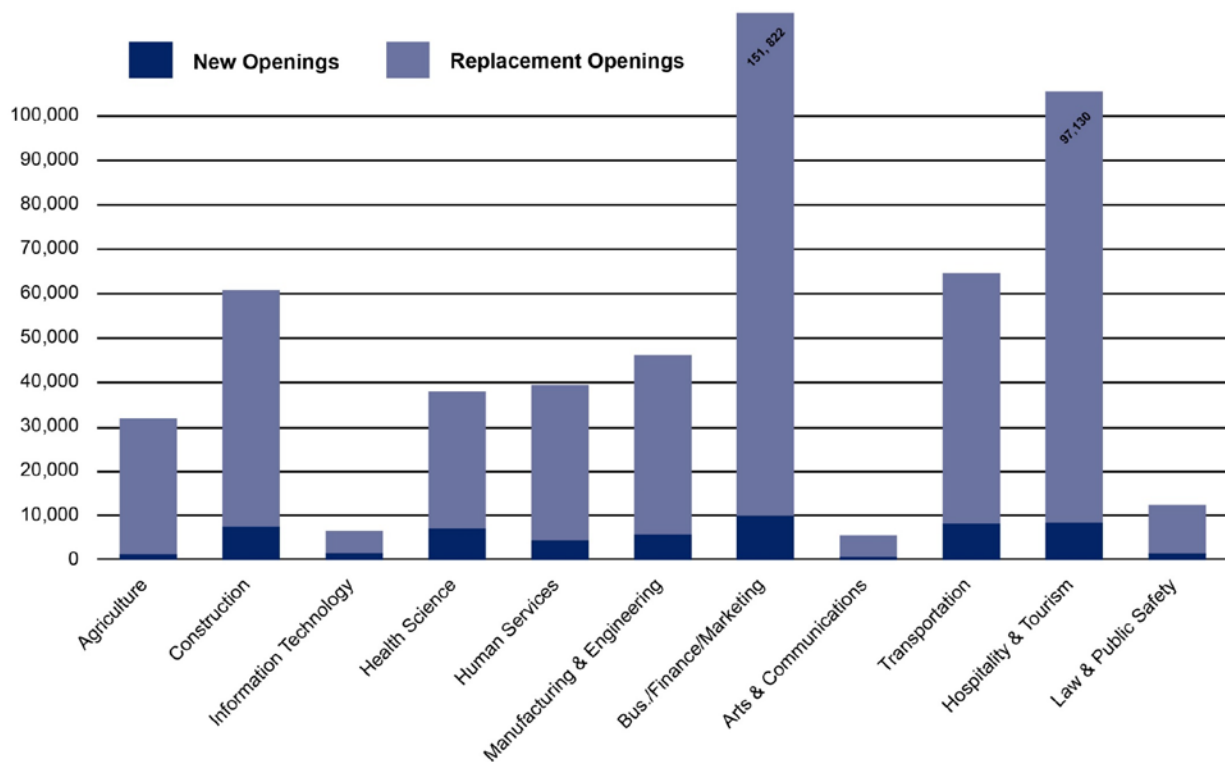
Career Cluster Groups

There was discussion around the identification of the career cluster groups, how they were formed and the overlap of jobs between each cluster. Examples included the need for transportation workers in almost all clusters, health care needs in all clusters, and IT positions open in every cluster. There was a general confirmation of these clusters and the formation of workforce needs under each of them.

Industry Labor Needs

We spent considerable time reviewing industry needs, with the emphasis on identifying careers, programs and classes that will help fill regional job openings now and into the near future (most labor reports went through 2026). These reports indicated that openings in regions served in NW Minnesota and eastern ND were very similar. High demands were found in Health Services, Hospitality and Tourism, Business Management and Administration, Transportation, Food Prep, Manufacturing, Architecture, and Construction; based on these reports, all will be in critical need. Openings included current new growth openings, exit worker openings and occupational transfer openings.

Projected 2025 Job Openings



Source: Labor Market Information Center, Job Service North Dakota

We also looked at input from CTE advisory committees. Many of the occupational needs they listed were in line with studies and analysis completed by North Dakota Job Service, Minnesota Department of Economic Development, and various regional reports. The advisory groups put much emphasis on soft skills and the need in most occupations to include them as part of a student's career path. (Note: the soft skills term has taken on many implications in the education world. It is important that it is defined with specific skill sets and what the industry needs.) Specifically mentioned were professional communications, business acumen, writing, and computer skills. The discussion around a student's approach to the workplace revealed many thoughts on how skill learning is not being applied to areas such as critical thinking, problem solving, communication skills, and the ability to work in a team environment. In addition, industry representatives also called out noticeable absence of pride in work, eagerness to learn, dependability and work ethic.

The following were specific careers identified as having high employment needs:

- Health Sciences: MLT, surgical technicians, CNA, LPN, RN, medical lab scientists, health care environmental services, dietary services
- Construction: carpenters, plumbers, electricians, all building trades
- Manufacturing: machining, welding, automated manufacturing, robotics
- Marketing: web designers, digital marketing, content writers, videographers, market research, social media, creative arts
- Business: sales and marketing, all entry levels, culinary, programmers
- Transportation: service technicians (diesel and auto), body shops, commercial drivers
- Agriculture: producers, agronomic technicians, animal science technicians, sales, ag mechanics, precision agriculture technicians, field techs, farm and ranch management
- Information Technology: network technicians, cyber security specialists, coders, web designers, programming
- Arts and Communications: varied occupations requiring creative skills, hospitality workers and management, culinary, technical writers, editing, entertainment industry
- Transfer Options: pre-programs for baccalaureate or professional degrees such as education, healthcare, criminal justice, engineering, computers, business

K-12 Input Session

The K-12 group was comprised of representatives from: Central Cass, Fargo, Northern Cass, Kindred, Northern Cass, Moorhead, and West Fargo. Stakeholders included superintendents, high school principals, and one counselor. Representatives reflected on proposed CWA cluster areas and were asked to consider student interest, current enrollments and industry needs for

potential CWA programs. A list of current class offerings by school district, M State-Moorhead, and NDSCS was supplied.

The following are K-12 group feedback, comments, or needs by career cluster:

- Agriculture received the lowest priority rating from most of the schools, although popular with schools currently offering the program. Schools reporting low interest do recognize an industry need and potential for course offerings through the “academy” to increase interest and access to classes for more students in the region. Many agriculture careers are intertwined with other career clusters, such as manufacturing; therefore, it was recommended that terminology and curriculum in this cluster be further defined with more input from industry input.
- Manufacturing showed moderate need by schools. Technology, engineering, automated systems and welding were listed as popular classes, with demand on the rise. Space and cost are an issue at district locations, as well as the need for qualified instructors. Stakeholder comments reveal that CWA offerings may contribute to student interest and the ability to fill classes with the sharing of students.
- Business and Finance most schools indicate high school students are interested in business. Marketing education was highly rated and popular as it fits with many cluster areas, including sales and hospitality. All schools have business course offerings on site. There is a desire to redesign course offerings at three high schools in the business areas. All agree business and marketing are high demand industry clusters. Some felt a comprehensive approach is needed in each high school because of the high student demand. There would be a need to evaluate how the “academy” could or would align with secondary, two-year and four-year programming in this cluster to create better alignment for programs.
- Construction introductory classes are currently offered at most schools. All rated this as a high need area, except for two high schools who currently offer advanced construction classes. Course offerings varied greatly by district based on course instructors. HVAC, plumbing, electrical, drafting, construction management, electrical technology are high areas of employment and were recommended as options to be considered at the “academy.”
- Transportation comments varied by district. Aviation was rated high by three high schools, with three indicating less interest. This program was not deemed cost-effective by some schools. Auto mechanics showed high interest at two high schools with others rating it lower. Diesel technology was also rated low due to cost of delivery. Two high schools confirmed interest in continuing recreational power sports due to high student success. Overall, comments reveal schools value transportation programs at a higher rate if they are a hosting site, as students can

participate. Hosting sites recognize the high cost of operation, along with concern in securing highly qualified staff. Non-hosting sites reveal student interest for programs, yet transportation and time as a barrier for student participation.

- Information Technology varied due to availability of instructional staff. All schools indicated high student interest and high industry need. Some schools are participating in the Microsoft TEALS, a Microsoft teacher training program, and are interested in exploring further advanced offerings. Both M State-Moorhead and NDSCS have significant course offerings in this area for alignment.
- Health Sciences is offered at most districts and there is a desire to keep courses at the high school due to a high concentration of student participation. High schools without direct access to health science curriculums reported a desire to have them available at their school or a central location. There are opportunities to provide advanced programming for students, yet staff qualifications, lab space, and teacher time create some limitations.
- Arts and Communications was suggested to change to hospitality and tourism. Introductory photography and graphic communications are offered at some high schools, yet programs do not fully exist at any site.
- General Education areas showed high interest in languages and varied rankings in science and math. One district expressed interest in exploring the integration of math and science – as they relate to the health sciences and business program areas.
- Other areas identified by the K-12 group included public safety (with high demand), veterinary (possible health science cluster), and sound system engineers. Most of the rankings indicated a desire for culinary courses. Cosmetology has also been suggested as an area of interest by some schools.

Program or Class Identification

The K-12 group provided preliminary input on courses that may be offered for grades 10, 11, 12, 13, and 14+. These suggestions will be incorporated with those provided by M State-Moorhead and NDSCS to develop a master list of current academic offerings in the region. This list is included in the combined meeting results area of this report.

NDSCS Input Session

Academic leadership from NDSCS also evaluated the cluster areas. Their overall indication of need was generally higher than the K-12 rankings.

- Agriculture received an average rating. Comments were related to the importance of agriculture in the region. It was noted that many other cluster areas support agriculture and a definition for agriculture is necessary.
- Manufacturing was rated high. Automated manufacturing indicated a strong need but needs more exposure in high schools. Welding has high needs currently but will go down as automation takes over more of the industry.
- Business and Finance was rated high. It was noted that there are numerous areas for two-year degrees within the cluster. Marketing careers had similar comments. Many career opportunities can be enhanced with a four-year degree which tends to be desired by many employers.
- Construction rated high and career opportunities are expanding rapidly in the FM area, but can be cyclical and it was indicated that high school's numbers in this area are down. Current classes have good enrollment but many of these occupations are trained on the job.
- Transportation received middle ratings for this group. Growing interest for aviation (drone) and diesel but needs career exposure at the high school level. This cluster has strong industry support. Automotive and recreational powersports are available at many high schools. Many of these occupations are trained on the job.
- Information Technology was rated high in need but lacks student interest and enrollment. This is a critical need area with more demand on the software engineering aspect of IT. Computer programming will continue to evolve. Cyber security is becoming an area of greater emphasis.
- Health Science has a high need in FM area. Critical shortages exist now and are projected well into the future. There is high student interest, and this should be a high priority offering. It is important to note that the health science cluster includes many health related careers in addition to nursing.
- Arts and Communications changed to Hospitality and Tourism. Culinary agreement with K-12 input.
- General Education rated high as many of the soft skills (language, ELL, oral and written communication, teamwork, etc.) are needed in all clusters. There are currently many offerings in this area.
- Other indication was public safety (e.g., law enforcement, criminal justice, education).

M State-Moorhead Input Session

This was a smaller group with limited time – many of the comments came after the group session. They did go through the rating assignment and course evaluation. The rating findings are below.

- Agriculture was rated the lowest by the group, finding little interest and shrinking need. There is a need for terminology clarity for ag career programs, as it covers many areas (e.g., IT, sales, GIS, science, etc.).
- Manufacturing saw a higher need in the technology and engineering area but only for the support careers associated with four-year degrees. All students are hired before graduation. In the automated area, robotics was mentioned but the area was rated low. Welding was perceived as a short-term need.
- Business and Finance was rated in the middle range of need with social and digital area called out as a high need in the marketing sector.
- Construction was rated high for immediate need and based on current enrollment. Currently M State-Moorhead offers a two-week summer Herdina intro to construction trades for ages 15-21. Certificates could be awarded in specialty areas taught at M State-Moorhead. Stackable certificates in framing, roofing, concrete, siding, and tile could be offered.
- Transportation areas rated the highest were auto and diesel. An intro to auto and diesel at high schools or the academy facility with transferability to M State-Moorhead was suggested. Automotive NitroX summer camp to be offered at M State-Moorhead summer of 2019 and they are exploring a diesel camp. Currently offer a two-year automotive program sponsored by business partners. They also indicated a need for more certificates in the auto and diesel area.
- Information Technology needs to develop a pipeline so there is clear understanding of career paths. There is high need and interest. Security area, network administration, and programming, etc.
- General Education was ranked higher in the math and science areas. M State-Moorhead is open to exploring this further as there are a lot of options in these two areas. Also, a need is recognized for languages as they are aligned with languages in our region.
- Health Science is a major area for M State-Moorhead offering a core curriculum. All are needed, and they could fill the day with classes.
- Arts and Communications noted two areas – culinary and criminal justice.

Joint Session – Curriculum Identification

The participants at the final combined input and feedback meeting were representatives from K-12, M State-Moorhead, and NDSCS. Flint reviewed the results from previous input sessions, by cluster groups, course/program ratings, and industry needs.

Discussion was held on the value of creating programs of study (POS) as an essential element of the CWA, career pathways, and the impact for all stakeholders.

Representative feedback indicates:

- The POS represent the effort to better align high school and post-secondary education with the demands of the changing economy and provide a more coherent pathway for youth as they move toward adulthood.
- Shaped by labor market demand, POS align secondary and post-secondary curricula and offer students the ability to explore careers, earn industry recognized credentials and participate in dual credit-earning opportunities, thus potentially shortening their time to a post-secondary degree.

Representatives noted some potential challenges for implementation of the CWA. Future scheduling issues will surface once initial career clusters and programs of study are confirmed, and location determined. School districts may have to move to block scheduling in some cases in order to accommodate CWA course offerings. The CWA will have to look at full- or half-day programs to accommodate high school scheduling and transportation to and from high schools.

Throughout the process, groups recognized that programming and curriculum currently exist across the region in all career clusters. The existence of the programs, facilities, and staffing may influence the recommendation and final programming.

A graphic was provided to illustrate cluster crossover of classes that support multiple program areas. Groups were challenged to discuss and identify potential CWA curriculum courses for initial implementation and future expansion.

Input was solicited on career awareness strategies starting in the lower grades and through high school as reflected in the CWA Learning Continuum. This information will be further refined by K-12 and post-secondary representatives and as the CWA continues to evolve.

RECOMMENDATIONS

The Association of Career and Technical Education (ACTE) has developed a research-based quality framework that identifies the key components of a high-quality CTE programming. The framework provides criteria for programming that spans secondary and post-secondary career and technical education.

The CWA will utilize the ACTE frameworks to guide recommendations based on our analysis of the input of all stakeholders. Further discussion will help refine the final report. We have broken the recommendations into five key areas.

1. Career Workforce Academy Concept – **The CWA will provide a highly coordinated and collaborative approach** that serves varied student learners while helping meet the workforce needs of the region.

The Career Workforce Academy is an educational delivery model that utilizes an organized, facilitated and collaborative approach for all levels of students to explore careers, establish a career pathway, gain or enhance employable skills, and secure employment. Offerings will be located at participating school district facilities, the CWA Center, NDSCS-Wahpeton, M State-Moorhead, and by remote delivery when appropriate.

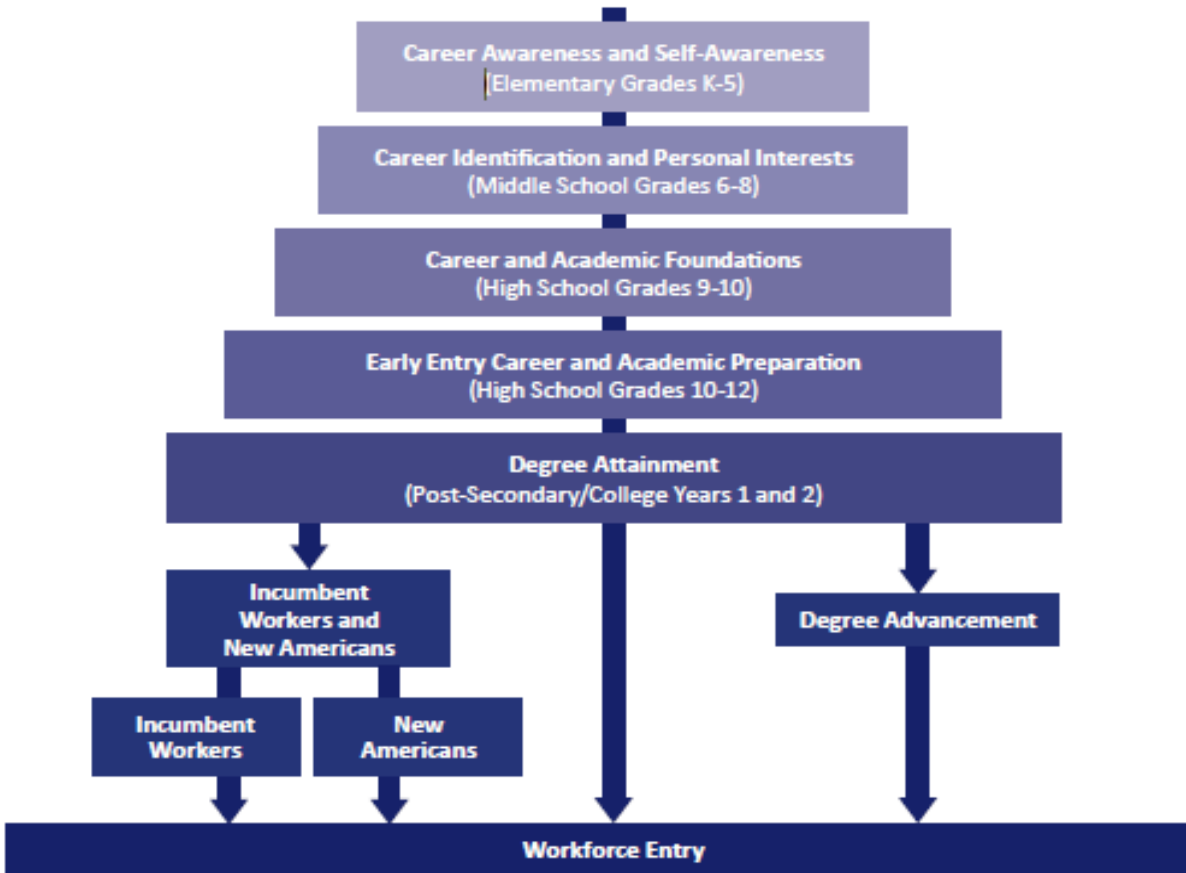
The CWA will provide needed coordination, support services and expanded delivery activities for secondary, post-secondary and adult worker classes in a new facility specifically designed for meeting the varied needs of the CWA. These needs are stated below:

- Provide exposure to multiple career paths for all levels of K-14 students.
- Present more opportunities for students to sample and experiment within a variety of careers.
- Create opportunity for those interested in a technical degree.
- Create a path for incumbent workers and new Americans for a new career.
- Provide appropriate facilities and equipment for hands-on career training.
- Focus on the region's workforce and employer.
- Engage with business and industry to strengthen K-14 relationships and programming.

The strength of the CWA will be based on the Career Pathway Model that draws upon collaboration between K-12 partners, business partners and post-secondary partners.



2. Career Pathway Learning Continuum – **The CWA will provide an integrated and developmental approach to serving all levels of learners.** It is based on serving students throughout the lifespan.

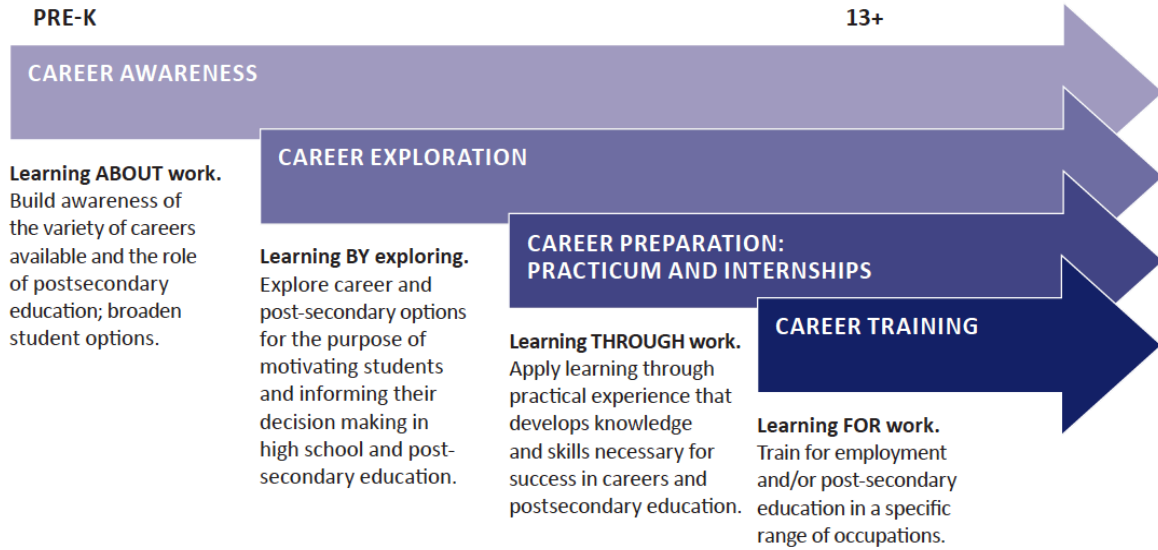


In developing our recommendation for the CWA delivery concept, we considered the courses and classes at all levels, from high school offerings through adults. This concept received a preliminary thumbs-up from participants in the input session.

Academic programming will follow the continuum as indicated in the graphic below. It will expose younger students to various jobs and begin identifying interest levels of the students; the next level will provide career choice exploration opportunities and help formulate their decision process of further career education; and lastly the program will give students the opportunity to have practical experience by learning through actual work experience. It will encourage students to participate in site visits and “on-the-job” training experiences. Opportunities for post-secondary degree attainment, industry certifications, and workforce training for New Americans or incumbent workers will also be facilitated through the CWA.

3. Delivery System – The CWA will provide a multi-faceted delivery system that leverages varied locations and delivery strategies.

Academy Learning Continuum



Instruction, educational activities and training will occur at the location and in the delivery mode that bests meets the needs of the learners and the activity being provided. Courses can be taught by the high school faculty, college faculty, via face to face, video, or online. Specifically, secondary offerings will be at participating high school facilities, at the CWA Center, at NDSCS-Wahpeton or at M State-Moorhead. Post-secondary offerings will be available at the CWA Center, NDSCS-Wahpeton or M State-Moorhead

Dual credit opportunities are a priority for CWA curriculum offerings, pathways for students to earn both high school and college credit toward a high school diploma, certificate or associate degree. Early entry coursework can motivate high school students to stay in school, improve high school graduation rates and creating a seamless transition from high school to college. Students who participate in dual credit have the opportunity to accelerate their college education as they engage in rigorous content and develop skills through advanced lab experiences, saving time and reducing their financial investment.

CAREER WORKFORCE ACADEMY Programming Model



CWA MODEL DEFINED

Career Workforce Academy - An overarching model for systemic coordination of curriculum, program alignment and business partnerships for the Center and satellite academies.

Satellite Academy - A school-based learning community providing academic and technical skills through a career-oriented pathway.

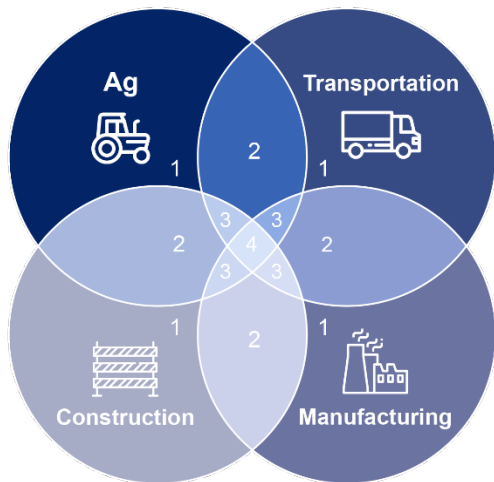
Career Workforce Center - A central location housing advanced secondary, post-secondary, adult workforce training solutions, and leadership coordination.

High School Satellites – CTE Foundations - Agriculture, Business, Construction, FACS, Graphics, Marketing, Health Science, Information Technology, Technology Education

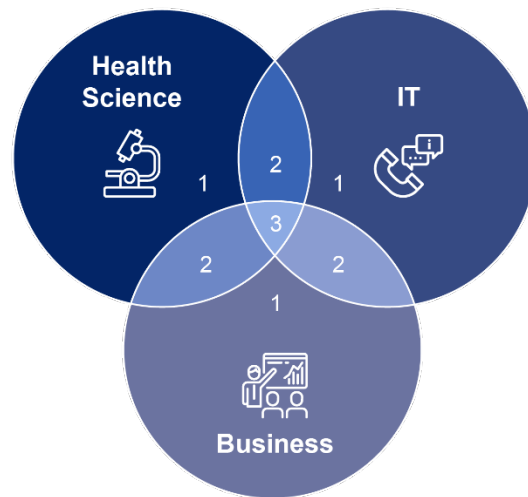
- Curriculum Offerings – A proposed listing of CWA courses, organized by industry cluster and delivery location, is attached as an appendix. In addition to the eight industry clusters, an additional cluster entitled Liberal Arts, Transfer and General Education was included. As stated previously, educational activities and training will occur at the location and in the delivery mode that best meets the needs of the learners and the activity being provided. Effectiveness of instruction and efficiency in delivery will be considered. Proposed offerings and locations listed in the appendix will be refined with the continued input of K-12, post-secondary and industry representatives. **See Appendix 1.**

Initial curriculum offerings were primarily identified through the input of K-12 and post-secondary participants. These are classes that would be initially offered through the CWA, with classes provided at varied locations. These offerings take into consideration both short- and long-term industry needs, institutional capabilities, and current student interest. In consideration of the courses recommended, we looked at cluster crossover. Many classes offered have educational and career implications in more than one cluster. This crossover happens as students explore all aspects of a career. A student interested in agriculture may look at courses in engineering and business and may want to learn more of the technical skills, like welding or UAS technology. This concept is reflected in the following diagram.

Cross Cluster Courses



Four Industry Clusters - Example



Three Industry Clusters - Example

1, 2, 3 and 4 indicate the number of industry clusters a selected course supports.

Academic offerings are dynamic in nature and will change to meet the evolving needs of the workplace. Although demand for a specific skill set may be recognized, student interest, space, instructor availability, and other resources will be weighed. Additionally, changes in industry needs may result in course offerings being modified. Flexibility and the ability to react quickly will be a hallmark of the CWA.

5. Advancing the Vision – Career Awareness and Education - The Career Workforce Academy will provide leadership and visibility in advancing the vision of a collaborative model focused on education and training workforce solutions. Building and sustaining community, industry and policy makers’ awareness and support for technical education, and the career opportunities available through such education, will be significantly enhanced by the creation of a CWA. The CWA and the resulting facility will provide an identifiable entity clearly focused on providing workforce education and training solutions.

Key components to successfully implement this recommendation include providing leadership and programming in the following areas:

- Actively involve community influencers
 - Chamber, GFMEDC, Marketplace for Kids, Fueling our Future, etc.
 - Community education groups, youth groups, Junior Achievement, etc.
- Actively involve parents, caregivers and other student influencers
 - Educate about career options and the impact on their children’s future
- Actively engage business and industry in career awareness, career exploration, career preparation, company specific training, and adult worker training or retraining
 - Work with all career cluster areas to identify and implement specific career exploration and awareness initiatives across the learner spectrum (K-12 through adult)
 - A wide array of potential activities were identified during the feedback sessions and will be made available to the CWA leadership for their consideration and use
- Actively provide programming designed to connect with high school graduates and/or young adults entering the workforce but lacking employable or technical skills
- Provide career pathway educational awareness activities for teachers, counselors and administrators in the broader educational community

Examples: roundtable discussions with industry experts, industry site tours, job shadows
- Provide coordinated and systematic career awareness and career exploration programming for K-12 students

Examples: industry presentations, industry site visits, hands on exploration activities, job shadowing, mentoring, enhancement activities, etc.

- Foster a strong connection between the secondary and post-secondary partners to ensure seamless and well-integrated programming

Examples: dual credit offerings, early college programs; curriculum alignment; shared professional learning; community and professional development activities; shared industry advisory committees, shared facilities/equipment, mentorships for new teachers, shared internship opportunities

- Shared marketing and public relations activities

Conclusion

The Career Workforce Academy is a proven, innovative educational model whose time has come for our region. The CWA has the potential to transform teaching and learning to the benefit of students, schools and colleges, the community, and employers. The identified proposed program offerings provide a foundation upon which to build the CWA model.

The Career Workforce Academy is a strong step in the journey to create an effective, efficient and enduring educational infrastructure that serves the needs of students, community, and the rapidly evolving workplace.

References and contributors

In the development of the Career Workforce Academy Program Priorities and Curriculum Development, background research and input sessions were facilitated by Flint Group. Additional information was obtained through CWA Steering Committee members, current career and technical education program advisory committee member feedback, and input from organizations engaged in coordinate input sessions, including:

- Cass County K-12 School Districts Superintendents and Secondary Principals
- M State – Moorhead President, Vice Presidents, Directors, and Faculty
- NDSCS Vice Presidents, Department Chairs, Deans, Instructional Leaders and Faculty

Career Workforce Academy

Proposed Listing of Academic Offerings



This document provides a proposed listing of courses, organized by industry cluster and delivery location. In addition to the eight industry clusters identified above, an additional cluster entitled Liberal Arts, Transfer and General Education is included. Proposed offerings and locations will be refined with the continued input of K-12, postsecondary and industry representatives.

March 28, 2019

Table of Contents

| | Pages |
|---|--------------|
| Agriculture Cluster | 3 |
| Business Management - Finance - Marketing - Hospitality Cluster | 4 - 7 |
| Construction Cluster | 8 - 10 |
| Health Science Cluster | 11 - 14 |
| Information Technology Cluster | 15 - 16 |
| Manufacturing - Engineering Cluster | 17 - 18 |
| Transportation Cluster | 19 - 21 |
| Arts and Communication Cluster | 22 - 23 |
| Liberal Arts, Transfer and General Education Cluster | 24 - 29 |

Agriculture Cluster

03/28/2019

Career Workforce Academy by Location

| Academic Offerings | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moorhead | Northern Cass | West Fargo Sheyenne | West Fargo High | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
|---|--------------|--------------|-------------|-------------|---------|----------|---------------|---------------------|-----------------|------------|-------------------|----------------|------------------|
| Key: C = Currently offered E = Expanded offering (future) VC = Virtual Center (current) R = Recommended offering M = Move from present location VCE = Virtual Center expansion (future) | | | | | | | | | | | | | |
| Secondary Courses | | | | | | | | | | | | | |
| Ag Intro Courses | C | | | | C | | C | | | | | | |
| Foundations to Ag | C | VC | VC | VC | C | | C | VC | VC | R | | | |
| World Ag | VC | VC | VC | VC | VC | VC | VC | VC | VC | R | | | |
| Plant Science I/Botany | C | VC | VC | VC | C | | C | VC | VC | R | | | |
| Plant Science II/Botany | C | VC | VC | VC | C | | C | VC | VC | R | | | |
| Small Animal Science I | C | VC | VC | VC | C | | C | VC | VC | R | | | |
| Small Animal Science II | C | VC | VC | VC | C | | C | VC | VC | R | | | |
| Vet Science I | C | VC | VC | VC | C | | C | VC | VC | R | | | |
| Vet Science II | C | VC | VC | VC | C | | C | VC | VC | R | | | |
| Ag Mechanical/Tech | C | | | | C | | | | | | | | |
| Post-Secondary Courses | | | | | | | | | | | | | |
| NDSCS | | | | | | | | | | | | | |
| AGRI 141 Principles of Ag Business | | | | | | | | | | R | | C | |
| ANSC 114 Intro to Animal Science | | | | | | | | | | R | | C | |
| PLSC 110 World Food Crops | | | | | | | | | | R | | C | |
| AGRI 275 Intro to Precision Ag | | | | | | | | | | R | | C | |
| MFG 110 Industrial Shop Practices | | | | | | | | | | C-R | | C | |
| M/State Moorhead | | | | | | | | | | | | | |
| BIOL 1107 Environmental Science Issues | | | | | | | | | | | | | C |
| BIOL 1108 Environmental Science Issues Lab | | | | | | | | | | | | | C |
| BIOL 1122 General Biology I | | | | | | | | | | | | | C |
| BIOL 1123 General Biology II | | | | | | | | | | | | | C |
| CHEM 1111 General Inorganic Chemistry I | | | | | | | | | | | | | C |
| CHEM 1112 General Inorganic Chemistry II | | | | | | | | | | | | | C |
| Post-Secondary Programs | | | | | | | | | | | | | |
| NDSCS | | | | | | | | | | | | | |
| Ag Business - AAS | | | | | | | | | | | | | C |
| Agronomy - AAS | | | | | | | | | | | | | C |
| Animal Science - AAS | | | | | | | | | | | | | C |
| Farm Management - AAS | | | | | | | | | | | | | C |
| Precision Agriculture - AAS | | | | | | | | | | | | | C |
| Ranch Management - AAS | | | | | | | | | | | | | C |
| M/State Moorhead | | | | | | | | | | | | | |
| Environmental Science - AS | | | | | | | | | | | | | C |

Preliminary Recommendations

Business Management - Finance - Marketing - Hospitality Cluster

3/28/2019

| Career Workforce Academy by Location | | | | | | | | | | | | | |
|---|--------------|--------------|-------------|-------------|---------|----------|---------------|---------------------|---------------|------------|-------------------|----------------|------------------|
| Academic Offerings | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moorhead | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
| Key: C = Currently offered E = Expanded offering (future) VC = Virtual Center (current) R = Recommended offering M = Move from present location VCE = Virtual Center expansion (future) | | | | | | | | | | | | | |
| Secondary Courses | | | | | | | | | | | | | |
| Intro to Business OR Basics of Business | | C | C | C | | | | C | C | | | | |
| Accounting | C | C | C | C | C | C | C | C | C | | | | |
| Accounting II | C | C | C | C | | C | | C | C | | | | |
| Business Law | | C | C | C | | | | C | C | | | | |
| Personal Law & Ethics | | | | | | C | | | | | | | |
| Business Finance | | | | | | | | | | | | | |
| Personal Finance | | C | C | C | | C | | C | C | | | | |
| Computer Applications | C | C | C | C | | C | | C | C | | | | |
| Web Design | | | | | | | | | | R | | | |
| Web Design II | | | | | | | | | | R | | | |
| Marketing I | C | C | C | C | VCE | | C | C | C | | | | |
| Management/Entrepreneurship | C | C | C | C | VCE | C | C | C | C | | | | |
| Sports Marketing | | C | C | C | VCE | C | | C | C | | | | |
| Store Manager | | C | C | C | VCE | C | C | C | C | | | | |
| Culinary Arts Classes - TBD | | | | | | | | | | R | | | |
| Post-Secondary Courses | | | | | | | | | | | | | |
| NDSCS | | | | | | | | | | | | | |
| Business Administration and Management Classes | | | | | | | | | | | | | |
| ACCT 118 Applied Accounting | | | | | | | | | | C-R | | C | |
| ACCT 200 Elements of Accounting I | | | | | | | | | | C-R | | C | |
| ACCT 201 Elements of Accounting II | | | | | | | | | | C-R | | C | |
| ACCT 215 Business in the Legal Environment | | | | | | | | | | C-R | | C | |
| BADM 103 Leadership Techniques | | | | | | | | | | C-R | | C | |
| BADM 201 Principles of Marketing | | | | | | | | | | C-R | | C | |
| BADM 202 Principles of Management | | | | | | | | | | C-R | | C | |
| BADM 217 Promotion and Advertising | | | | | | | | | | C-R | | C | |
| BADM 230 Marketing Information Analysis | | | | | | | | | | C-R | | C | |
| BADM 234 Customer Service | | | | | | | | | | C-R | | C | |
| BADM 240 Sales | | | | | | | | | | C-R | | C | |
| BADM 244 Sales Seminar | | | | | | | | | | C-R | | C | |
| BADM 251 Personal Finance | | | | | | | | | | C-R | | C | |
| BADM 281 Organizational Behavior | | | | | | | | | | C-R | | C | |
| BADM 282 Human Resource Management | | | | | | | | | | C-R | | C | |
| BADM 291 Career Seminar | | | | | | | | | | C-R | | C | |
| BUSN 120 Fundamentals of Business | | | | | | | | | | C-R | R | C | |
| BUSN 170 Entrepreneurship | | | | | | | | | | C-R | R | C | |
| BUSN 254 Financial Statement Analysis | | | | | | | | | | C-R | | C | |
| BUSN 282 Professional Development | | | | | | | | | | C-R | | C | |
| CIS 101 Computer Literacy | | | | | | | | | | C-R | C-R | C | |
| CSCI 116 Business Use of Computers | | | | | | | | | | C-R | R | C | |
| Culinary Arts Classes - TBD | | | | | | | | | | | | | |
| TBD | | | | | | | | | | R | | | |
| TBD | | | | | | | | | | R | | | |

Preliminary Recommendations

| Academic Offerings | | | | | | | | | | | | | |
|---|-----------------|-----------------|----------------|----------------|---------|---------------|------------------|------------------------|------------------|---------------|----------------------|-------------------|---------------------|
| Key: C = Currently offered VC = Virtual Center (current) M = Move from present location VCE = Virtual Center expansion (future) | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moor- head | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
| M/State Moorhead | | | | | | | | | | | | | |
| ACCT 1012 Principles of Bookkeeping | | | | | | | | | | | | | C |
| ACCT 1101 Payroll | | | | | | | | | | | | | C |
| ACCT 1108 Business Math and Calculators | | | | | | | | | | | | | C |
| ACCT 1120 Business Law | | | | | | | | | | | | | C |
| ACCT 1124 Spreadsheet Applications | | | | | | | | | | | | | C |
| ACCT 2201 Financial Accounting I Lab | | | | | | | | | | | | | C |
| ACCT 2202 Financial Accounting II Lab | | | | | | | | | | | | | C |
| ACCT 2203 Managerial Accounting Lab | | | | | | | | | | | | | C |
| ACCT 2210 Managerial Accounting | | | | | | | | | | | | | C |
| ACCT 2211 Financial Accounting I | | | | | | | | | | | | | C |
| ACCT 2212 Financial Accounting II | | | | | | | | | | | | | C |
| ACCT 2213 Managerial Accounting | | | | | | | | | | | | | C |
| ACCT 2215 Computerized Acct App | | | | | | | | | | | | | C |
| ACCT 2216 QuickBooks | | | | | | | | | | | | | C |
| ACCT 2217 Microsoft Dynamics GP | | | | | | | | | | | | | C |
| ACCT 2255 Income Tax-Individual | | | | | | | | | | | | | C |
| ACCT 2256 Income Tax-Business | | | | | | | | | | | | | C |
| ACCT 2620 Intermediate Accounting I | | | | | | | | | | | | | C |
| ACCT 2622 Intermediate Accounting II | | | | | | | | | | | | | C |
| ACCT 2640 Accounting Internship | | | | | | | | | | | | | C |
| ACCT 2800 Accreditation Council for Accountancy and Taxes or | | | | | | | | | | | | | C |
| ADMS 1100 Keyboarding I | | | | | | | | | | | | | C |
| ADMS 1110 Word Processing | | | | | | | | | | | | | C |
| ADMS 1112 Desktop Publishing | | | | | | | | | | | | | C |
| ADMS 1116 Business Communications I | | | | | | | | | | | | | C |
| ADMS 1120 Administrative Office Procedures | | | | | | | | | | | | | C |
| ADMS 1128 Records Management | | | | | | | | | | | | | C |
| ADMS 1130 Office Software Applications | | | | | | | | | | | | | C |
| ADMS 1190 Keyboarding II | | | | | | | | | | | | | C |
| ADMS 2124 Emerging Office Technologies | | | | | | | | | | | | | C |
| ADMS 2205 Advanced Word Processing | | | | | | | | | | | | | C |
| ADMS 2212 Integrated Office Software Applications | | | | | | | | | | | | | C |
| ADMS 2216 Business Communications II | | | | | | | | | | | | | C |
| ADMS 2240 Administrative Office Professional Internship II | | | | | | | | | | | | | C |
| BUS 1120 Spreadsheet & Database Concepts | | | | | | | | | | | | | C |
| BUS 1130 Introduction to Inventory Control and Purchasing | | | | | | | | | | | | | C |
| BUS 1141 Introduction to Business | | | | | | | | | | | | | C |
| BUS 1143 Office Procedures | | | | | | | | | | | | | C |
| BUS 1146 Personal Finance | | | | | | | | | | | | | C |
| BUS 1174 Principles of Banking | | | | | | | | | | | | | C |
| BUS 1175 Fundamentals of Investing | | | | | | | | | | | | | C |
| BUS 1300 Financial Statement Analysis | | | | | | | | | | | | | C |
| BUS 2150 Legal Environment of Business | | | | | | | | | | | | | C |
| BUS 2202 Management Information Systems | | | | | | | | | | | | | C |
| BUS 2204 Principles of Management | | | | | | | | | | | | | C |
| BUS 2206 Principles of Marketing | | | | | | | | | | | | | C |

Preliminary
Recommendations

| Academic Offerings | | | | | | | | | | | | | | |
|---|--|-----------------|-----------------|----------------|----------------|---------|---------------|------------------|------------------------|------------------|---------------|----------------------|-------------------|---------------------|
| Key: C = Currently offered VC = Virtual Center (current) M = Move from present location VCE = Virtual Center expansion (future) | E = Expanded offering (future) R = Recommended offering | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moor- head | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
| BUS 2220 Global Business | | | | | | | | | | | | | | C |
| BUS 2275 Money and Banking | | | | | | | | | | | | | | C |
| CULN 1200 Fundamentals of Baking and Pastry | | | | | | | | | | | | | | C |
| CULN 1205 Theories of Baking and Pastry | | | | | | | | | | | | | | C |
| CULN 1210 Fundamentals of Food Fabrication and Productio | | | | | | | | | | | | | | C |
| CULN 1215 Theory of Food Fabrication and Production | | | | | | | | | | | | | | C |
| CULN 1220 Fundamentals of Pantry Production | | | | | | | | | | | | | | C |
| CULN 1230 Introduction to Professional Food Service | | | | | | | | | | | | | | C |
| CULN 1240 Sanitation Certification | | | | | | | | | | | | | | C |
| CULN 1250 Kitchen Math and Measurements | | | | | | | | | | | | | | C |
| CULN 1260 Meats | | | | | | | | | | | | | | C |
| CULN 1270 Culinary Nutrition | | | | | | | | | | | | | | C |
| ENTR 1100 Introduction to Entrepreneurship | | | | | | | | | | | | | | C |
| ENTR 1400 Opportunity Analysis | | | | | | | | | | | | | | C |
| ENTR 2200 Entrepreneurial Field Studies | | | | | | | | | | | | | | C |
| ENTR 2220 Business Ethics/Professionalism | | | | | | | | | | | | | | C |
| ENTR 2222 Business Plan Development | | | | | | | | | | | | | | C |
| HRES 1122 Human Resource Management | | | | | | | | | | | | | | C |
| HRES 1126 Employee Processes | | | | | | | | | | | | | | C |
| HRES 1130 Benefits Administration | | | | | | | | | | | | | | C |
| HRES 1134 Training and Development | | | | | | | | | | | | | | C |
| HRES 2204 Policy Administration | | | | | | | | | | | | | | C |
| HRES 2212 Wage/Salary Administration | | | | | | | | | | | | | | C |
| HRES 2224 Employee/Labor Relations | | | | | | | | | | | | | | C |
| HRES 2254 Human Resource Systems and Portfolio Evaluation | | | | | | | | | | | | | | C |
| MKTG 1040 Consumer Behavior | | | | | | | | | | | | | | C |
| MKTG 1106 Professional Selling | | | | | | | | | | | | | | C |
| MKTG 1110 Customer Service | | | | | | | | | | | | | | C |
| MKTG 1116 Advertising and Promotion | | | | | | | | | | | | | | C |
| MKTG 2204 Advanced Professional Selling | | | | | | | | | | | | | | C |
| MKTG 2214 E-Marketing | | | | | | | | | | | | | | C |
| MKTG 2218 Retail Management | | | | | | | | | | | | | | C |
| MKTG 2230 Marketing Research | | | | | | | | | | | | | | C |
| MKTG 2234 Computer Marketing Applications | | | | | | | | | | | | | | C |
| MKTG 2236 Small Business Management | | | | | | | | | | | | | | C |
| MKTG 2250 Strategic Selling and Account Management | | | | | | | | | | | | | | C |
| MKTG 2290 Management, Marketing and Sales Internship | | | | | | | | | | | | | | C |
| MKTG 2410 Marketing, Management, and Sales Capstone | | | | | | | | | | | | | | C |

Preliminary
Recommendations

| Academic Offerings | | | | | | | | | | | | | | |
|---|--|-----------------|-----------------|----------------|----------------|---------|---------------|------------------|------------------------|------------------|---------------|----------------------|-------------------|---------------------|
| Key: C = Currently offered VC = Virtual Center (current) M = Move from present location VCE = Virtual Center expansion (future) | E = Expanded offering (future) R = Recommended offering | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moor- head | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
| Post-Secondary Programs | | | | | | | | | | | | | | |
| NDSCS | | | | | | | | | | | | | | |
| Administration and Finance - AAS | | | | | | | | | | | C-R | C | | |
| Business Technology Mgmt - AAS (3rd year option) | | | | | | | | | | | C-R | C | | |
| Marketing, Sales, and Hospitality - AAS | | | | | | | | | | | C-R | C | | |
| Restaurant Management - AAS (3rd year option) | | | | | | | | | | | C-R | C | | |
| Entrepreneurship - Certificate | | | | | | | | | | | C-R | C | | |
| Finance - Certificate | | | | | | | | | | | C-R | C | | |
| Management/Supervision - Certificate | | | | | | | | | | | C-R | C | | |
| Sales - Certificate | | | | | | | | | | | C-R | C | | |
| Culinary Arts - Diploma and AAS | | | | | | | | | | | | | | |
| M/State Moorhead | | | | | | | | | | | | | | |
| Business: Management, Marketing and Sales - AAS | | | | | | | | | | | | | | C |
| Business: Marketing and Sales - Diploma | | | | | | | | | | | | | | C |
| Fundamentals of Culinary Arts - Diploma | | | | | | | | | | | | | | C |
| Human Resources - AAS | | | | | | | | | | | | | | C |
| Human Resources - AS | | | | | | | | | | | | | | C |
| Payroll Specialist - Diploma | | | | | | | | | | | | | | C |
| Accounting - AAS | | | | | | | | | | | | | | C |
| Accounting - Diploma | | | | | | | | | | | | | | C |
| Accounting Clerk - Diploma | | | | | | | | | | | | | | C |
| Administrative Office Assistant - Finance - Certificate | | | | | | | | | | | | | | C |
| Administrative Office Assistant - Human Resources | | | | | | | | | | | | | | C |
| Administrative Office Assistant - Legal | | | | | | | | | | | | | | C |
| Administrative Support - Diploma | | | | | | | | | | | | | | C |
| Business Entrepreneurship - AAS | | | | | | | | | | | | | | C |
| Business Entrepreneurship - Diploma | | | | | | | | | | | | | | C |
| Professional Sales Skills - Certificate | | | | | | | | | | | | | | C |
| Purchasing and Inventory Management - Certificate | | | | | | | | | | | | | | C |
| Social Media Management - Certificate | | | | | | | | | | | | | | C |
| Supervisory Leadership Essentials - Certificate | | | | | | | | | | | | | | C |

Preliminary
Recommendations

Construction Cluster

03/28/2019

| Career Workforce Academy by Location | | | | | | | | | | | | | |
|---|--------------|--------------|-------------|-------------|---------|----------|---------------|---------------------|---------------|------------|-------------------|----------------|------------------|
| Academic Offerings | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moorhead | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
| Key: C = Currently offered E = Expanded offering (future) VC = Virtual Center (current) R = Recommended offering M = Move from present location VCE = Virtual Center expansion (future) | | | | | | | | | | | | | |
| Secondary Courses | | | | | | | | | | | | | |
| Woods I | C | C | C | C | | | | C | C | | | | |
| Woods II | C | C | C | C | | | | C | C | | | | |
| Construction I | C | C | C | C | | | | C | C | | | | |
| Construction II | C | C | C | C | | | | C | C | | | | |
| Woodworking & Cabinetry | | | | | | C | | | | | | | |
| Advanced Cabinetry | | | | | | C | | | | | | | |
| Exploring Carpentry | | | | | | C | | | | | | | |
| Drafting & Technical Drafting | | | | | | C | | C | | | | | |
| Civil Engineering & Architecture (PLTW) | | VC | VC | C | | C | | | | R | | | |
| Post Secondary Courses | | | | | | | | | | | | | |
| NDSCS | | | | | | | | | | | | | |
| Electrical Classes | | | | | | | | | | | | | |
| ECAL 101 DC Fundamentals | | | | | | | | | | R | R | C | |
| ECAL 102 AC Fundamentals | | | | | | | | | | R | R | C | |
| MFG 110 Industrial Shop Practices | | | | | | | | | | C-R | R | C | |
| Plumbing Classes | | | | | | | | | | | | | |
| MFG 110 Industrial Shop Practices | | | | | | | | | | C-R | R | C | |
| MSYS 101 Safety for Mech Syst Tech | | | | | | | | | | R | R | C | |
| Architectural Drafting Classes | | | | | | | | | | | | | |
| ARCT 120 AutoCAD for Architecture | | | | | | | | | | R | R | C | |
| ARCT 121 Revit Architecture | | | | | | | | | | R | R | C | |
| UAS 111 Intro to UAS | | | | | | | | | | R | R | C | |
| UAS 112 UAS Pilot Certification | | | | | | | | | | R | R | C | |
| Building Construction Classes | | | | | | | | | | | | | |
| MFG 110 Industrial Shop Practices | | | | | | | | | | C-R | R | C | |
| BCT 102 Core Curriculum for Construction | | | | | | | | | | R | R | | |
| BCT 222 Construction Safety | | | | | | | | | | R | R | C | |
| Construction Management Classes | | | | | | | | | | | | | |
| ARCT 121 Revit Architecture | | | | | | | | | | R | R | C | |
| CAD 120 Intro to AutoCAD | | | | | | | | | | R | R | C | |
| BCT 222 Construction Safety | | | | | | | | | | R | R | C | |
| UAS 111 Intro to UAS | | | | | | | | | | R | R | C | |
| UAS 112 UAS Pilot Certification | | | | | | | | | | R | R | C | |
| Land Surveying Classes | | | | | | | | | | | | | |
| CAD 120 Introduction to AUTOCAD | | | | | | | | | | R | R | C | |
| CT 113 Introduction to Civil Design Applications | | | | | | | | | | R | R | C | |
| UAS 111 Intro to UAS | | | | | | | | | | R | R | C | |
| M/State Moorhead | | | | | | | | | | | | | |
| CADD 1000 AutoCAD Basics | | | | | | | | | | | | | C |
| COMM 1120 Introduction to Public Speaking | | | | | | | | | | | | | C |
| COMM 1130 Small Group Communication | | | | | | | | | | | | | C |
| CONM 1101 Construction Documents and Codes | | | | | | | | | | | | | C |
| CONM 1102 Site/Building Layout | | | | | | | | | | | | | C |
| CONM 1104 Construction Management Principles | | | | | | | | | | | | | C |
| CONM 1108 Principles of Estimating | | | | | | | | | | | | | C |

Preliminary Recommendations

| Academic Offerings | | | | | | | | | | | | | |
|---|--------------|--------------|-------------|-------------|---------|----------|---------------|---------------------|---------------|------------|-------------------|----------------|------------------|
| Key: C = Currently offered VC = Virtual Center (current) M = Move from present location VCE = Virtual Center expansion (future) | | | | | | | | | | | | | |
| | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moorhead | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
| CONM 1124 Building Systems | | | | | | | | | | | | | C |
| CONM 2204 Materials Testing | | | | | | | | | | | | | C |
| CONM 2210 Construction Scheduling | | | | | | | | | | | | | C |
| CONM 2212 Site Management | | | | | | | | | | | | | C |
| CONM 2213 Safety Management | | | | | | | | | | | | | C |
| CONM 2217 Computer Estimating and Bidding | | | | | | | | | | | | | C |
| CONM 2222 Construction Management Internship | | | | | | | | | | | | | C |
| ELEC 1100 Electrical Safety | | | | | | | | | | | | | C |
| ELEC 1102 Introduction to Electric Circuit Theory | | | | | | | | | | | | | C |
| ELEC 1104 Introduction to National Electrical Code | | | | | | | | | | | | | C |
| ELEC 1107 Introduction to Residential Wiring | | | | | | | | | | | | | C |
| ELEC 1108 Electrical Circuit Theory | | | | | | | | | | | | | C |
| ELEC 1110 Electric Motors and Generators | | | | | | | | | | | | | C |
| ELEC 1112 Residential Wiring | | | | | | | | | | | | | C |
| ELEC 1114 National Electrical Code | | | | | | | | | | | | | C |
| ELEC 1116 Conduit/Tool Applications | | | | | | | | | | | | | C |
| ELEC 1118 Electrical Services | | | | | | | | | | | | | C |
| ELEC 1122 Introduction to Electrical Materials | | | | | | | | | | | | | C |
| ELEC 1124 Introduction to Electrical Blueprint Reading | | | | | | | | | | | | | C |
| ELEC 1130 Electrical Blueprints | | | | | | | | | | | | | C |
| ELEC 2202 Heating/Cooling Controls | | | | | | | | | | | | | C |
| ELEC 2205 Introduction to Commercial Wiring | | | | | | | | | | | | | C |
| ELEC 2206 Introduction to Motor Control Applications | | | | | | | | | | | | | C |
| ELEC 2208 Programmable Logic Controllers | | | | | | | | | | | | | C |
| ELEC 2211 Electronic Motor Control | | | | | | | | | | | | | C |
| ELEC 2212 Commercial Wiring | | | | | | | | | | | | | C |
| ELEC 2214 Industrial Wiring | | | | | | | | | | | | | C |
| ELEC 2216 Motor Control Application | | | | | | | | | | | | | C |
| ELEC 2225 Transformers | | | | | | | | | | | | | C |
| ELEC 2248 Code Applications | | | | | | | | | | | | | C |
| ENGT 1126 Engineering Graphics | | | | | | | | | | | | | C |
| FIRE 1100 Introduction to Fire Service | | | | | | | | | | | | | C |
| FIRE 1106 Firefighter I and II | | | | | | | | | | | | | C |
| FIRE 1108 Firefighter I and II Skills | | | | | | | | | | | | | C |
| FIRE 1130 Technical Rescue | | | | | | | | | | | | | C |
| FIRE 1140 Fire Inspection and Code Enforcement | | | | | | | | | | | | | C |
| FIRE 1150 HazMat Operational | | | | | | | | | | | | | C |
| FIRE 1152 Building Construction | | | | | | | | | | | | | C |
| HVAC 1102 Duct Fitting Construction | | | | | | | | | | | | | C |
| HVAC 1103 Electricity for Heating, Ventilating and Air Conditioning | | | | | | | | | | | | | C |
| HVAC 1104 Heating, Ventilating, and Air Conditioning Electrical | | | | | | | | | | | | | C |
| HVAC 1128 Heating, Ventilating, and Air Conditioning Design | | | | | | | | | | | | | C |
| HVAC 1224 Gas and Oil Heating | | | | | | | | | | | | | C |
| HVAC 2202 Air Handling | | | | | | | | | | | | | C |
| HVAC 2212 Hot Water Heating | | | | | | | | | | | | | C |
| HVAC 2221 Heat Pump Theory and Operation | | | | | | | | | | | | | C |
| HVAC 2290 Heating, Ventilating, and Air Conditioning Internship | | | | | | | | | | | | | C |
| MCDD 2220 Mechanical Engineering Drawing IV | | | | | | | | | | | | | C |
| PLBG 1101 Piping and Job Safety | | | | | | | | | | | | | C |
| PLBG 1103 Plumbing Trade Tools | | | | | | | | | | | | | C |
| PLBG 1115 Faucets and Fixtures | | | | | | | | | | | | | C |
| PLBG 1119 Materials and Fittings | | | | | | | | | | | | | C |

Preliminary
Recommendations

| Academic Offerings | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moorhead | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
|--|--------------|--------------|-------------|-------------|---------|----------|---------------|---------------------|---------------|------------|-------------------|----------------|------------------|
| Key: C = Currently offered E = Expanded offering (future) VC = Virtual Center (current) R = Recommended offering M = Move from present location VCE = Virtual Center expansion (future) | | | | | | | | | | | | | |
| PLBG 1123 Plumbing Code I | | | | | | | | | | | | | C |
| PLBG 1125 Plumbing Lab I | | | | | | | | | | | | | C |
| PLBG 1131 Grade and Elevation | | | | | | | | | | | | | C |
| PLBG 1133 Blueprint Reading | | | | | | | | | | | | | C |
| PLBG 1135 Drainage, Waste and Venting | | | | | | | | | | | | | C |
| PLBG 1137 Water Distribution | | | | | | | | | | | | | C |
| PLBG 1139 Backflow Basics | | | | | | | | | | | | | C |
| PLBG 1141 Plumbing Code II | | | | | | | | | | | | | C |
| PLBG 145 Plumbing Lab II | | | | | | | | | | | | | C |
| REFR 1110 Refrigeration, Air Conditioning and Heating Principles | | | | | | | | | | | | | C |
| REFR 1112 Refrigeration, Air Conditioning and Heating Lab | | | | | | | | | | | | | C |
| REFR 2202 Commercial Refrig & A/C Principles | | | | | | | | | | | | | C |
| REFR 2204 Commercial Refrig & A/C Lab | | | | | | | | | | | | | C |
| REFR 2206 Commercial Electrical Principles | | | | | | | | | | | | | C |
| REFR 2208 Commercial Electrical Lab | | | | | | | | | | | | | C |
| REFR 2211 Advanced Refrigeration Principles | | | | | | | | | | | | | C |
| REFR 2212 Advanced Refrigeration Lab | | | | | | | | | | | | | C |
| REFR 2213 Advanced Electrical Theory | | | | | | | | | | | | | C |
| REFR 2215 Advanced Electrical Applications | | | | | | | | | | | | | C |
| REFR 2216 Refrigeration Internship | | | | | | | | | | | | | C |
| REFR 2217 Commercial Grocery Store Refrigeration | | | | | | | | | | | | | C |
| Post-Secondary Programs | | | | | | | | | | | | | |
| NDSCS | | | | | | | | | | | | | |
| Architectural Drafting & Estimating Technology - AAS | | | | | | | | | | | | | C |
| Building Construction Technology - AAS | | | | | | | | | | | | | C |
| Construction Management Technology - AAS | | | | | | | | | | | | | C |
| Land Surveying & Civil Engineering Technology - AAS | | | | | | | | | | | | | C |
| Electrical Technology - Electrical Construction - AAS | | | | | | | | | | | | | C |
| Electrical Technology - Industrial Electrical - AAS | | | | | | | | | | | | | C |
| HVAC/R Technology - Certificate & AAS | | | | | | | | | | | | | C |
| Plumbing - Certificate | | | | | | | | | | | | | C |
| Technical Studies - Certificate, Diploma, AAS | | | | | | | | | | C-R | | | C |
| Technical Studies - Journeyworker Track - AAS | | | | | | | | | | C-R | | | C |
| M/State Moorhead | | | | | | | | | | | | | |
| Construction Management - AAS | | | | | | | | | | | | | C |
| Electrical Technology: Electrician - Diploma | | | | | | | | | | | | | C |
| Fire Service Preparation - Certificate | | | | | | | | | | | | | C |
| Heating, Ventilation and Air Conditioning/Refrigeration - Diploma | | | | | | | | | | | | | C |
| Plumbing Technology - Diploma | | | | | | | | | | | | | C |

Preliminary
Recommendations

Health Science Cluster

03/28/2019

Career Workforce Academy by Location

| Academic Offerings | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moorhead | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
|---|--------------|--------------|-------------|-------------|---------|----------|---------------|---------------------|---------------|------------|-------------------|----------------|------------------|
| Secondary Courses | | | | | | | | | | | | | |
| Health Science I | VCE | C | C | C | VCE | VCE | VCE | C | C | R | | | |
| Health Science II | VCE | VCE | VCE | VCE | VCE | VCE | VCE | VCE | VCE | R | | | |
| Medical Terminology | VC | C | C | C | VCE | VCE | VC | C | C | R | | | |
| Certified Nursing Assistant | VC | C | C | C | VCE | C | VC | C | C | R | | | |
| Prevention & Care of Athletic Injuries | VC | C-PE | C-PE | C-PE | VCE | VCE | VC | C | C | R | | | |
| Post-Secondary Courses | | | | | | | | | | | | | |
| NDSCS | | | | | | | | | | | | | |
| Emergency Medical Services (EMS) Classes | | | | | | | | | | | | | |
| EMS 100 Emergency Medical Responder | | | | | | | | | | C-R | | | |
| EMS 101 Introduction into EMS | | | | | | | | | | C-R | | | |
| EMS 110 EMT Fundamentals | | | | | | | | | | C-R | | | |
| EMS 110L EMT Fundamentals Lab | | | | | | | | | | C-R | | | |
| EMS 110P EMT Practicum | | | | | | | | | | C-R | | | |
| EMS 150 AEMT Fundamentals | | | | | | | | | | C-R | | | |
| EMS 150L AEMT Fundamentals Lab | | | | | | | | | | C-R | | | |
| EMS 170 Trauma I | | | | | | | | | | C-R | | | |
| EMS 180 Pharmacology I | | | | | | | | | | C-R | | | |
| EMS 203 Pharmacology II | | | | | | | | | | C-R | | | |
| EMS 204 Medical Emergencies I | | | | | | | | | | C-R | | | |
| EMS 205 Medical Emergencies II | | | | | | | | | | C-R | | | |
| EMS 207 Special Populations | | | | | | | | | | C-R | | | |
| EMS 215 Cardiology | | | | | | | | | | C-R | | | |
| EMS 217 Pulmonology | | | | | | | | | | C-R | | | |
| EMS 218 Cardio-Pulmonology | | | | | | | | | | C-R | | | |
| EMS 219 Trauma II | | | | | | | | | | C-R | | | |
| EMS 231 Paramedic Lab I | | | | | | | | | | C-R | | | |
| EMS 232 Paramedic Simulation Lab | | | | | | | | | | C-R | | | |
| EMS 234 Paramedic Assessment Lab | | | | | | | | | | C-R | | | |
| EMS 241 Advanced Provider Practicum I | | | | | | | | | | C-R | | | |
| EMS 242 Advanced Practicum II | | | | | | | | | | C-R | | | |
| EMS 243 Capstone in Paramedicine | | | | | | | | | | C-R | | | |
| EMS 255 Leadership in EMS | | | | | | | | | | C-R | | | |
| Health Information Classes | | | | | | | | | | | | | |
| BOTE 171 Medical Terminology | | | | | | | | | | R | C-R | C | |
| Nursing Classes | | | | | | | | | | | | | |
| NURS 101 Introduction to Nursing | | | | | | | | | | C-R | | C | |
| NURS 102 Introduction to Adult Nursing | | | | | | | | | | C-R | | C | |
| NURS 231 Psychiatric Mental Health Nursing | | | | | | | | | | C-R | | C | |
| NURS 232 Adult Nursing | | | | | | | | | | C-R | | C | |
| NURS 233 Adult Nursing Clinical | | | | | | | | | | C-R | | C | |
| NURS 245 Maternal Child Nursing | | | | | | | | | | C-R | | C | |
| NURS 246 Maternal Child Nursing Clinical | | | | | | | | | | C-R | | C | |
| NURS 250 Leadership in Long-Term care setting | | | | | | | | | | C-R | | C | |
| NURS 251 NCLEX-PN Review | | | | | | | | | | C-R | | C | |
| NUTR 240 Principles of Nutrition & Diet Therapy | | | | | | | | | | C-R | | C | |
| PHRM 205 Pharmacology for Nursing | | | | | | | | | | C-R | | C | |

Preliminary Recommendations

| Academic Offerings | | | | | | | | | | | | | | |
|---|--|-----------------|-----------------|----------------|----------------|---------|---------------|------------------|---------------------------|---------------------|---------------|----------------------|-------------------|---------------------|
| Key: C = Currently offered VC = Virtual Center (current) M = Move from present location VCE = Virtual Center expansion (future) | | | | | | | | | | | | | | |
| | E = Expanded offering (future) R = Recommended offering | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moor- head | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
| M/State Moorhead | | | | | | | | | | | | | | |
| ADMM 1104 Medical Language Applications I | | | | | | | | | | | | | | C |
| ADMM 1110 Medical Documentation Fundamentals | | | | | | | | | | | | | | C |
| ADMM 1122 Medical Office Procedures | | | | | | | | | | | | | | C |
| ADMM 1150 Medical Billing/Insurance | | | | | | | | | | | | | | C |
| ADMM 1152 Outpatient Coding | | | | | | | | | | | | | | C |
| ADMM 1160 Beginning Medical Transcription | | | | | | | | | | | | | | C |
| ADMM 1200 Medical Office Technology Tools | | | | | | | | | | | | | | C |
| ADMM 2104 Medical Language Applications II | | | | | | | | | | | | | | C |
| ADMM 2122 Medical Office Management | | | | | | | | | | | | | | C |
| ADMM 2130 Medical Office Career Insight | | | | | | | | | | | | | | C |
| ADMM 2150 Medicare Coding and Billing Applications | | | | | | | | | | | | | | C |
| ADMM 2152 Advanced Coding | | | | | | | | | | | | | | C |
| ADMM 2154 Hospital Billing | | | | | | | | | | | | | | C |
| ADMM 2256 Certified Professional Biller Examination | | | | | | | | | | | | | | C |
| ADMM 2258 Certified Professional Coder Examination Review | | | | | | | | | | | | | | C |
| ADMM 2320 Medical Office Capstone | | | | | | | | | | | | | | C |
| ADMM 2500 Human Disease Applications for Administrative H | | | | | | | | | | | | | | C |
| ADMS 1116 Business Communications I | | | | | | | | | | | | | | C |
| CRJU 1101 Introduction to Criminal Justice | | | | | | | | | | | | | | C |
| CRJU 1102 Policing and Practices | | | | | | | | | | | | | | C |
| CRJU 1108 Physical Control Tactics for Corrections | | | | | | | | | | | | | | C |
| CRJU 1109 Law Enforcement Behavioral Science | | | | | | | | | | | | | | C |
| CRJU 2201 Criminal Law | | | | | | | | | | | | | | C |
| CRJU 2206 Police Report Writing | | | | | | | | | | | | | | C |
| CVRI 1100 Cardiovascular Technology Survey | | | | | | | | | | | | | | C |
| CVRI 1105 Introduction to Cardiovascular Technology | | | | | | | | | | | | | | C |
| CVRI 1110 Cardiovascular Anatomy and Physiology | | | | | | | | | | | | | | C |
| CVRI 1120 Principles of Patient Care | | | | | | | | | | | | | | C |
| CVRI 1130 Cardiovascular Technology I | | | | | | | | | | | | | | C |
| CVRI 1136 Cardiovascular Technology Clinical | | | | | | | | | | | | | | C |
| CVRI 2130 Cardiovascular Technology II | | | | | | | | | | | | | | C |
| CVRI 2141 Pharmacology for Cardiovascular Technology | | | | | | | | | | | | | | C |
| CVRI 2145 Intravenous Therapy | | | | | | | | | | | | | | C |
| CVRI 2250 Radiation Safety | | | | | | | | | | | | | | C |
| CVRI 2262 Cardiovascular Technology Practicum I | | | | | | | | | | | | | | C |
| CVRI 2263 Cardiovascular Technology Practicum II | | | | | | | | | | | | | | C |
| CVRI 2264 Cardiovascular Technology Practicum III | | | | | | | | | | | | | | C |
| DENT 1100 Biomaterials | | | | | | | | | | | | | | C |
| DENT 1102 Dental Anatomy | | | | | | | | | | | | | | C |
| DENT 1103 Introduction for Dental Health Care Providers | | | | | | | | | | | | | | C |
| HITM 1150 Introduction to Health Care Delivery | | | | | | | | | | | | | | C |
| HITM 1152 Health Information Systems | | | | | | | | | | | | | | C |
| HITM 1155 Medicolegal Aspects | | | | | | | | | | | | | | C |
| HITM 1159 Professional Practice Experience Function | | | | | | | | | | | | | | C |
| HITM 2204 Fundamentals of Electronic Health Records | | | | | | | | | | | | | | C |
| HITM 2216 Introduction to Procedure Coding | | | | | | | | | | | | | | C |
| HITM 2218 Intermediate Procedure Coding | | | | | | | | | | | | | | C |

Preliminary
Recommendations

| Academic Offerings | | | | | | | | | | | | | | |
|---|--|-----------------|-----------------|----------------|----------------|---------|---------------|------------------|---------------------------|---------------------|---------------|----------------------|-------------------|---------------------|
| Key: C = Currently offered VC = Virtual Center (current) M = Move from present location VCE = Virtual Center expansion (future) | E = Expanded offering (future) R = Recommended offering | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moor- head | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
| HITM 2230 Medical Science for Health Information Profession | | | | | | | | | | | | | | C |
| HITM 2250 Supervisory Leadership in Health | | | | | | | | | | | | | | C |
| HITM 2253 Quality Management Studies | | | | | | | | | | | | | | C |
| HITM 2263 Reimbursement Systems | | | | | | | | | | | | | | C |
| HITM 2272 Professional Practice Experience III | | | | | | | | | | | | | | C |
| HITM 2282 Introduction to Diagnosis Coding | | | | | | | | | | | | | | C |
| HITM 2283 Intermediate Diagnosis Coding | | | | | | | | | | | | | | C |
| HITM 2290 Health Care Data Management and Analysis | | | | | | | | | | | | | | C |
| HLTH 1110 Introduction to Anatomy and Physiology | | | | | | | | | | | | | | C |
| HLTH 1116 Medical Terminology | | | | | | | | | | | | | | C |
| PHRM 1100 Personal and Professional Responsibilities of the | | | | | | | | | | | | | | C |
| PHRM 1101 Personal and Professional Responsibility Applicat | | | | | | | | | | | | | | C |
| PHRM 1110 Medication Processing, Handling, and Safety I | | | | | | | | | | | | | | C |
| PHRM 1111 Medication Processing, Handling and Safety Lab I | | | | | | | | | | | | | | C |
| PHRM 1120 Pharmaceutical Calculations | | | | | | | | | | | | | | C |
| PHRM 2010 Experiential / Hospital | | | | | | | | | | | | | | C |
| PHRM 2012 Experiential / Retail | | | | | | | | | | | | | | C |
| PHRM 2100 Pharmacotherapy | | | | | | | | | | | | | | C |
| PHRM 2110 Medication Processing, Handling and Safety II | | | | | | | | | | | | | | C |
| PHRM 2111 Medication Processing, Handling and Safety Lab II | | | | | | | | | | | | | | C |
| PHRM 2120 Professional Preparation | | | | | | | | | | | | | | C |
| PSYC 2226 Behavior and Environmental Management | | | | | | | | | | | | | | C |
| SURT 1200 Introduction to Surgical Technology | | | | | | | | | | | | | | C |
| SURT 1210 Surgical Technology I | | | | | | | | | | | | | | C |
| SURT 1215 Surgical Pharmacology | | | | | | | | | | | | | | C |
| SURT 1220 Surgical Technology II | | | | | | | | | | | | | | C |
| SURT 1230 Surgical Technology III | | | | | | | | | | | | | | C |
| SURT 1250 Surgical Clinical I | | | | | | | | | | | | | | C |
| SURT 1255 Surgical Clinical II | | | | | | | | | | | | | | C |

Preliminary
Recommendations

| Academic Offerings | | | | | | | | | | | | | | |
|---|--|-----------------|-----------------|----------------|----------------|---------|---------------|------------------|---------------------------|------------------|---------------|----------------------|-------------------|---------------------|
| Key: C = Currently offered VC = Virtual Center (current) M = Move from present location VCE = Virtual Center expansion (future) | E = Expanded offering (future) R = Recommended offering | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moor- head | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
| Post-Secondary Programs | | | | | | | | | | | | | | |
| NDSCS | | | | | | | | | | | | | | |
| Dental | | | | | | | | | | | | | | |
| Dental Assisting - Certificate, AAS | | | | | | | | | | | | | | |
| Dental Hygiene - AAS | | | | | | | | | | | | | | |
| Emergency Medical Services | | | | | | | | | | | | | | |
| Emergency Medical Technician (EMT) - Certificate | | | | | | | | | | | | | | |
| Advanced EMT - Certificate | | | | | | | | | | | | | | |
| Paramedic Technology - Certificate, AAS | | | | | | | | | | | | | | |
| Health Information | | | | | | | | | | | | | | |
| Medical Coding - Certificate | | | | | | | | | | | | | | |
| Health Information Technician - AAS | | | | | | | | | | | | | | |
| Nursing | | | | | | | | | | | | | | |
| Practical Nursing - AAS LPN | | | | | | | | | | | | | | |
| Registered Nursing - ASN RN | | | | | | | | | | | | | | |
| Registered Nursing - AAS RN | | | | | | | | | | | | | | |
| Occupational Therapy Assistant - AAS | | | | | | | | | | | | | | |
| Pharmacy Technician - Certificate, AAS | | | | | | | | | | | | | | |
| M/State Moorhead | | | | | | | | | | | | | | |
| Autism Spectrum Disorder - Certificate | | | | | | | | | | | | | | |
| Cardiovascular Technology - Invasive - AAS | | | | | | | | | | | | | | |
| Childcare and Education - Certificate | | | | | | | | | | | | | | |
| Correctional Officer - Certificate | | | | | | | | | | | | | | |
| Criminal Justice - AS | | | | | | | | | | | | | | |
| Dental Assisting - AAS | | | | | | | | | | | | | | |
| Dental Assisting - Diploma | | | | | | | | | | | | | | |
| Dental Hygiene - AAS | | | | | | | | | | | | | | |
| Health Information Technology/Coding - AAS | | | | | | | | | | | | | | |
| Medical Administration Assistant - AAS | | | | | | | | | | | | | | |
| Medical Coding and Insurance - Diploma | | | | | | | | | | | | | | |
| Medical Office Assistant - Diploma | | | | | | | | | | | | | | |
| Medical Receptionist - Diploma | | | | | | | | | | | | | | |
| Pharmacy Technology - Diploma | | | | | | | | | | | | | | |
| Surgical Technology - AAS | | | | | | | | | | | | | | |

Preliminary
Recommendations

Information Technology Cluster

03/28/2019

Career Workforce Academy by Location

| Academic Offerings | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moorhead | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
|--|--------------|--------------|-------------|-------------|---------|----------|---------------|---------------------|---------------|------------|-------------------|----------------|------------------|
| Key: C = Currently offered E = Expanded offering (future) VC = Virtual Center (current) R = Recommended offering M = Move from present location VCE = Virtual Center expansion (future) | | | | | | | | | | | | | |
| Secondary Courses | | | | | | | | | | | | | |
| Intro to Coding | VC | C | C | C | C | C | C | C | C | | | | |
| Mobile Apps & Security | VC | VC | VC | VC | VCE | | VC | C | VC | | | | |
| Computer Programming I - Java | VC | C | C | C | | | VC | C | C | R | E | | |
| Advanced Programming - Java | VC | C | C | C | | | VC | C | C | R | | | |
| HTML | | | | | | | | | | | | | |
| IT Essentials I | VC | VC | VC | C | | | VC | C | VC | R | E | | |
| IT Essentials II | VC | VC | VC | C | | | VC | C | VC | R | E | | |
| Cisco I | VC | VC | VC | C | | | VC | VC | VC | R | E | | |
| Cisco II | VC | VC | VC | C | | | | VC | VC | R | E | | |
| Cisco III | | VC | VC | M | | | | C | C | R | E | | |
| Cisco IV | | VC | VC | M | | | | | | R | E | | |
| Web Design | | C | | | | C | | | | R | | | |
| Web Development | | | | | | C | | | | R | | | |
| Security Course (Future Course) | | | | | | | | | | R | | | |
| Post-Secondary Courses | | | | | | | | | | | | | |
| NDSCS | | | | | | | | | | | | | |
| CIS 101 Computer Literacy | | | | | | | | | | C-R | C | C | |
| CIS 128 IT Essentials I | | | | | | | | | | C-R | | | |
| CIS 129 IT Essentials II | | | | | | | | | | C-R | | | |
| CIS 164 Networking Fundamentals I | | | | | | | | | | C-R | | C | |
| CIS 165 Networking Fundamentals II | | | | | | | | | | C-R | | C | |
| CIS 180 HTML and CSS | | | | | | | | | | C-R | | C | |
| CIS 181 Web Authoring Software | | | | | | | | | | C-R | | C | |
| CIS 182 Image Editing Software | | | | | | | | | | C-R | | C | |
| CIS 197 Internship | | | | | | | | | | C-R | | C | |
| CIS 212 Microsoft Windows Operating System Client | | | | | | | | | | C-R | | | |
| CIS 215 Implementing a Microsoft Windows Server | | | | | | | | | | C-R | | | |
| CIS 216 Implementing a Microsoft Windows Network | | | | | | | | | | C-R | | | |
| CIS 220 Operating Systems (Unix) | | | | | | | | | | C-R | | C | |
| CIS 232 Graphics Design | | | | | | | | | | C-R | | C | |
| CIS 241 IT Forensics I | | | | | | | | | | C-R | | | |
| CIS 242 IT Forensics II | | | | | | | | | | C-R | | | |
| CIS 244 Web Server Management | | | | | | | | | | C-R | | | |
| CIS 267 Intermediate Networking I | | | | | | | | | | C-R | | | |
| CIS 268 Intermediate Networking II | | | | | | | | | | C-R | | | |
| CIS 279 Security Awareness and Policy | | | | | | | | | | C-R | | C | |
| CIS 280 Fundamentals of Network Security I | | | | | | | | | | C-R | | | |
| CIS 282 Computer System Security | | | | | | | | | | C-R | | | |
| CSCI 116 Business Use of Computers | | | | | | | | | | C-R | | C | |
| CSCI 160 Computer Science I | | | | | | | | | | C-R | | C | |
| CSCI 230 Web Database I (ASP/PHP) | | | | | | | | | | C-R | | C | |
| M/State Moorhead | | | | | | | | | | | | | |
| CPTR 1001 Introduction To Programming and Scripting | | | | | | | | | | | | | C |
| CPTR 1106 Microcomputer Databases | | | | | | | | | | | | | C |
| CPTR 1108 CISCO I | | | | | | | | | | | | | C |

Preliminary Recommendations

| Academic Offerings | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moorhead | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
|--|--------------|--------------|-------------|-------------|---------|----------|---------------|---------------------|---------------|------------|-------------------|----------------|------------------|
| Key: C = Currently offered VC = Virtual Center (current) M = Move from present location VCE = Virtual Center expansion (future) | | | | | | | | | | | | | |
| E = Expanded offering (future) R = Recommended offering | | | | | | | | | | | | | |
| CPTR 1110 Visual Basic Program I | | | | | | | | | | | | | C |
| CPTR 1115 COBOL Programming | | | | | | | | | | | | | C |
| CPTR 1118 CISCO II | | | | | | | | | | | | | C |
| CPTR 1122 Microcomputer Maintenance | | | | | | | | | | | | | C |
| CPTR 1129 RPG Programming | | | | | | | | | | | | | C |
| CPTR 1170 Web Engineering I | | | | | | | | | | | | | C |
| CPTR 1178 Robotics | | | | | | | | | | | | | C |
| CPTR 2000 Mobile Application Development | | | | | | | | | | | | | C |
| CPTR 2200 CISCO III | | | | | | | | | | | | | C |
| CPTR 2208 CISCO IV | | | | | | | | | | | | | C |
| CPTR 2210 Database Report Generation | | | | | | | | | | | | | C |
| CPTR 2224 Linux I | | | | | | | | | | | | | C |
| CPTR 2230 Structured Query Language | | | | | | | | | | | | | C |
| CPTR 2234 Linux II | | | | | | | | | | | | | C |
| CPTR 2236 Network Security | | | | | | | | | | | | | C |
| CPTR 2238 Database Integration | | | | | | | | | | | | | C |
| CPTR 2240 Database Administration | | | | | | | | | | | | | C |
| CPTR 2242 Java Programming | | | | | | | | | | | | | C |
| CPTR 2245 Enterprise Network Technologies | | | | | | | | | | | | | C |
| CPTR 2250 IT Supervised Occupational Experience | | | | | | | | | | | | | C |
| CPTR 2260 Advanced Structured Query Language | | | | | | | | | | | | | C |
| CPTR 2272 Network Operating Systems | | | | | | | | | | | | | C |
| CPTR 2275 Data Analytics | | | | | | | | | | | | | C |
| CPTR 2294 Internship | | | | | | | | | | | | | C |
| CPTR 2296 Topics in Computers | | | | | | | | | | | | | C |
| CSCI 1110 Informatics | | | | | | | | | | | | | C |
| CSCI 1121 Computer Science I | | | | | | | | | | | | | C |
| CSCI 1122 Computer Science II | | | | | | | | | | | | | C |
| CSEC 2204 Managing Directory Services | | | | | | | | | | | | | C |
| CSEC 2210 Security Breaches and Countermeasures | | | | | | | | | | | | | C |
| CSEC 2212 Web Security | | | | | | | | | | | | | C |
| CSEC 2214 Topics in Network Security | | | | | | | | | | | | | C |
| CSEC 2228 Network Defense | | | | | | | | | | | | | C |
| CVNP 2212 | | | | | | | | | | | | | C |
| Post-Secondary Programs | | | | | | | | | | | | | |
| NDSCS | | | | | | | | | | | | | |
| IT Forensics and Security - Certificate | | | | | | | | | | C-R | | | |
| Information Technology Support - Certificate | | | | | | | | | | C-R | | | |
| Information Systems Administrator - AAS | | | | | | | | | | C-R | | | |
| Web Design - Certificate | | | | | | | | | | C-R | | C | |
| Web Developer - AAS | | | | | | | | | | C-R | | C | |
| Technical Studies | | | | | | | | | | | | | |
| Technical Studies - Certificate, Diploma, AAS | | | | | | | | | | C-R | | C | |
| M/State Moorhead | | | | | | | | | | | | | |
| Cisco Networking - Certificate | | | | | | | | | | | | | C |
| Computer Programming - AAS | | | | | | | | | | | | | C |
| Information Technology - AS | | | | | | | | | | | | | C |
| Information Technology - Database Administration - AAS | | | | | | | | | | | | | C |
| Network Administration and Security - AAS | | | | | | | | | | | | | C |
| Network Security - Certificate | | | | | | | | | | | | | C |

Preliminary
Recommendations

Manufacturing - Engineering Cluster

03/28/2019

| Career Workforce Academy by Location | | | | | | | | | | | | | |
|--|--------------|--------------|-------------|-------------|---------|----------|---------------|---------------------|---------------|------------|-------------------|----------------|------------------|
| Academic Offerings | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moorhead | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
| Key: C = Currently offered E = Expanded offering (future) VC = Virtual Center (current) R = Recommended offering M = Move from present location VCE = Virtual Center expansion (future) | | | | | | | | | | | | | |
| Secondary Course Courses | | | | | | | | | | | | | |
| Metals I | | | | | | | | | C | | | | |
| Metals II | | | | | | | | | C | | | | |
| Welding I | VC | VC | VC | VC | VCE | C | VC | VC | VC | R | E | | |
| Welding I | VC | VC | VC | VC | VCE | C | VC | VC | VC | R | E | | |
| Automated Manufacturing I | VC | VC | VC | C | VCE | | VC | VC | VC | R | E | | |
| Automated Manufacturing II | VC | VC | VC | C | VCE | | VC | VC | VC | R | E | | |
| Automated Manufacturing III | VC | VC | VC | C | VCE | | VC | VC | VC | R | | | |
| Intro to Engineering (PLTW) | | C | C | C | | C | | C | C | R | | | |
| Principles of Engineering (PLTW) | | C | C | C | | C | | C | C | R | | | |
| Digital Electronics (PLTW) | | | | | | | | | C | R | | | |
| Post-Secondary Courses | | | | | | | | | | | | | |
| NDSCS | | | | | | | | | | | | | |
| Manufacturing/Welding Classes | | | | | | | | | | | | | |
| MFGT 101 Robotics I | | | | | | | | | | C-R | | C | |
| MFGT 110 Industrial Shop Practices | | | | | | | | | | C-R | C-R | C | |
| MFGT 123 Fabrication Methods I | | | | | | | | | | C-R | C-R | C | |
| MFGT 135 Basic Metallurgy | | | | | | | | | | C-R | | C | |
| MFGT 137 Print Reading I | | | | | | | | | | C-R | | C | |
| MFGT 140 Fabrication Methods II | | | | | | | | | | C-R | | C | |
| MFGT 141 Print Reading II | | | | | | | | | | C-R | | C | |
| WELD 151 Welding Theory I | | | | | | | | | | C-R | | C | |
| WELD 152 Welding Theory II | | | | | | | | | | C-R | | C | |
| WELD 153 Welding Lab I | | | | | | | | | | C-R | | C | |
| WELD 154 Welding Lab II | | | | | | | | | | C-R | | C | |
| WELD 201 Welding Theory III | | | | | | | | | | C-R | | C | |
| WELD 202 Welding Theory IV | | | | | | | | | | C-R | | C | |
| WELD 211 Welding Lab III | | | | | | | | | | C-R | | C | |
| WELD 212 Welding Lab VI | | | | | | | | | | C-R | | C | |
| Robotics Classes | | | | | | | | | | | | | |
| RAMT 137 Print Reading, Drafting & Safety | | | | | | | | | | R | | C | |
| MFGT 110 Industrial Shop Practices | | | | | | | | | | C-R | C-R | C | |
| Robotics Classes - TBD | | | | | | | | | | | | | |
| M/State Moorhead | | | | | | | | | | | | | |
| ENGR 2210 Engineering Mechanics I | | | | | | | | | | | | | C |
| ENGR 2220 Engineering Mechanics II | | | | | | | | | | | | | C |
| ENGR 2230 Mechanics of Materials | | | | | | | | | | | | | C |
| MATH 1134 Calculus I | | | | | | | | | | | | | C |
| MATH 1135 Calculus II | | | | | | | | | | | | | C |
| MATH 2231 Calculus III | | | | | | | | | | | | | C |
| MATH 2259 Differential Equations | | | | | | | | | | | | | C |
| PHYS 1412 University Physics II | | | | | | | | | | | | | C |

Preliminary Recommendations

| Academic Offerings | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moorhead | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
|--|--------------|--------------|-------------|-------------|---------|----------|---------------|---------------------|---------------|------------|-------------------|----------------|------------------|
| Key: C = Currently offered E = Expanded offering (future) VC = Virtual Center (current) R = Recommended offering M = Move from present location VCE = Virtual Center expansion (future) | | | | | | | | | | | | | |
| Post-Secondary Programs | | | | | | | | | | | | | |
| NDSCS | | | | | | | | | | | | | |
| Precision Machining - Certificate, AAS | | | | | | | | | | | | | C |
| Robotics, Automation & Mechatronics (RAMT) - AAS | | | | | | | | | | | | | C |
| Welding - Certificate, AAS | | | | | | | | | | | | | C |
| Technical Studies | | | | | | | | | | | | | |
| Technical Studies - Certificate, Diploma, AAS | | | | | | | | | | C-R | | | C |
| M/State Moorhead | | | | | | | | | | | | | |
| Drafting and 3D Technologies - Diploma | | | | | | | | | | | | | C |
| Drafting and 3D Technologies - AAS | | | | | | | | | | | | | C |
| Engineering - AS | | | | | | | | | | | | | C |

Preliminary
Recommendations

Transportation Cluster

03/28/2019

Career Workforce Academy by Location

| Career Workforce Academy by Location | | | | | | | | | | | | | |
|--|--------------|--------------|-------------|-------------|---------|----------|---------------|---------------------|---------------|------------|-------------------|----------------|------------------|
| Academic Offerings | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moorhead | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
| Key: C = Currently offered E = Expanded offering (future) VC = Virtual Center (current) R = Recommended offering M = Move from present location VCE = Virtual Center expansion (future) | | | | | | | | | | | | | |
| Secondary Courses | | | | | | | | | | | | | |
| Aviation IA | VC | VC | VC | VC | VCE | VCE | VC | C | VC | | | | |
| Aviation IB | VC | VC | VC | VC | VCE | VCE | VC | C | VC | | | | |
| Aviation II | VC | VC | VC | VC | VCE | VCE | VC | C | VC | | | | |
| Automotive I | VCE | VCE | VCE | C | VCE | VCE | VCE | VCE | VCE | | | | |
| Automotive II | VCE | VCE | VCE | C | VCE | VCE | VCE | VCE | VCE | | | | |
| Diesel I | | | | | | | | C-M | | M | R-E | | |
| Diesel II | | | | | | | | C-M | | M | R-E | | |
| Recreational Engines I | VCE | VCE | VCE | VCE | VCE | C | VCE | VCE | C | | | | |
| Recreational Engines II | VCE | VCE | VCE | VCE | VCE | C | VCE | VCE | C | | | | |
| UAS Introduction | | | | | | | | | | R | R-E | | |
| Post-Secondary Courses | | | | | | | | | | | | | |
| NDSCS | | | | | | | | | | | | | |
| Auto Body Classes | | | | | | | | | | | | | |
| MFG 110 Industrial Shop Practices | | | | | | | | | | C-R | R | C | |
| Automotive Classes | | | | | | | | | | | | | |
| MFG 110 Industrial Shop Practices | | | | | | | | | | C-R | R | C | |
| AUTO 133 Power Trains I | | | | | | | | | | | R | C | |
| AUTO 134 Power Trains II | | | | | | | | | | | R | C | |
| Diesel Classes | | | | | | | | | | | | | |
| MFG 110 Industrial Shop Practices | | | | | | | | | | C-R | R | C | |
| DTEC 135 Medium/Heavy Duty Brakes | | | | | | | | | | R | R | C | |
| DTEC 125 Intro to Heavy Duty Drive Sys | | | | | | | | | | R | R | C | |
| Powersports Classes | | | | | | | | | | | | | |
| MFG 110 Industrial Shop Practices | | | | | | | | | | C-R | R | C | |
| PST - TBD | | | | | | | | | | | R | C | |
| UAS Classes | | | | | | | | | | | | | |
| UAS 111 Intro to UAS | | | | | | | | | | R | R | C | |
| UAS 112 UAS Pilot Certification | | | | | | | | | | R | R | C | |
| UAS 121 UAS Advanced Data Collection | | | | | | | | | | R | | C | |
| UAS 122 UAS Photography and Videography | | | | | | | | | | R | | C | |
| UAS 132 Advanced UAS Flight | | | | | | | | | | R | | C | |
| Technical Studies | | | | | | | | | | | | | |
| Technical Studies - Certificate, Diploma, AAS | | | | | | | | | | C-R | | C | |
| M/State Moorhead | | | | | | | | | | | | | |
| AMST 1101 Automotive Equipment Fundamentals | | | | | | | | | | | | | C |
| AMST 1102 Alignment and Suspension I | | | | | | | | | | | | | C |
| AMST 1105 Brakes I | | | | | | | | | | | | | C |
| AMST 1110 Batteries, Starting and Charging Systems | | | | | | | | | | | | | C |
| AMST 1111 Automotive Electronics | | | | | | | | | | | | | C |
| AMST 1122 Engines I | | | | | | | | | | | | | C |
| AMST 1126 Engines II | | | | | | | | | | | | | C |
| AMST 1132 Drivetrains I | | | | | | | | | | | | | C |
| AMST 1136 Drivetrains II | | | | | | | | | | | | | C |

Preliminary Recommendations

| Academic Offerings | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moor-head | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
|--|--------------|--------------|-------------|-------------|---------|-----------|---------------|---------------------|---------------|------------|-------------------|----------------|------------------|
| Key: C = Currently offered E = Expanded offering (future) VC = Virtual Center (current) R = Recommended offering M = Move from present location VCE = Virtual Center expansion (future) | | | | | | | | | | | | | |
| AMST 2201 Alignment and Suspension II | | | | | | | | | | | | | C |
| AMST 2206 Body Electrical and Mechanical I | | | | | | | | | | | | | C |
| AMST 2210 Body Electrical and Mechanical II | | | | | | | | | | | | | C |
| AMST 2211 Exhaust Analysis and Fuel Systems | | | | | | | | | | | | | C |
| AMST 2214 Electronic Powertrain Control I | | | | | | | | | | | | | C |
| AMST 2218 Electronic Powertrain Control II | | | | | | | | | | | | | C |
| AMST 2220 Ignition Systems | | | | | | | | | | | | | C |
| AMST 2225 Brakes II | | | | | | | | | | | | | C |
| AMST 2233 Automatic Transmissions I | | | | | | | | | | | | | C |
| AMST 2237 Automatic Transmissions II | | | | | | | | | | | | | C |
| AMST 2240 Heating, Ventilation and Air Conditioning | | | | | | | | | | | | | C |
| BIOL 1107 Environmental Science Issues | | | | | | | | | | | | | C |
| COMM 1120 Introduction to Public Speaking | | | | | | | | | | | | | C |
| CPTR 1100 Fund Computer Concepts | | | | | | | | | | | | | C |
| DCNH 2210 Mobile Hydraulics | | | | | | | | | | | | | C |
| DCNH 2218 CNH (Case New Holland) Supervised Occupati | | | | | | | | | | | | | C |
| DCNH 2238 Transmissions and Drive Systems | | | | | | | | | | | | | C |
| DCNH 2242 Advanced Engines and Fuel Systems | | | | | | | | | | | | | C |
| DCNK 1116 CNH (Case New Holland) Supervised Occupati | | | | | | | | | | | | | C |
| DCNK 1118 CNH (Case New Holland) Supervised Occupati | | | | | | | | | | | | | C |
| DSET 1100 Diesel Equipment Fundamentals | | | | | | | | | | | | | C |
| DSET 1101 Software Systems in Transportation | | | | | | | | | | | | | C |
| DSET 1106 Fuel Systems | | | | | | | | | | | | | C |
| DSET 1110 Power Train I | | | | | | | | | | | | | C |
| DSET 1112 Hydraulics I | | | | | | | | | | | | | C |
| DSET 1114 Vehicle Brakes | | | | | | | | | | | | | C |
| DSET 1124 Diesel Shop Management | | | | | | | | | | | | | C |
| DSET 1130 Trans Elec/Start/Charge | | | | | | | | | | | | | C |
| DSET 1132 Introduction to Engine Theory | | | | | | | | | | | | | C |
| DSET 1134 Introduction to Engines | | | | | | | | | | | | | C |
| DSET 1144 Electrical Troubleshooting | | | | | | | | | | | | | C |
| DSET 2204 Advanced Electrical and Emission Systems | | | | | | | | | | | | | C |
| DSET 2206 Electronic Controls | | | | | | | | | | | | | C |
| DSET 2210 Mobile Hydraulics | | | | | | | | | | | | | C |
| DSET 2214 Suspension and Alignment | | | | | | | | | | | | | C |
| DSET 2218 Advanced Fuels | | | | | | | | | | | | | C |
| DSET 2220 Internship | | | | | | | | | | | | | C |
| DSET 2238 Transmissions & Drive Systems | | | | | | | | | | | | | C |
| DSET 2242 Advanced Engines and Fuel Systems | | | | | | | | | | | | | C |
| ENGL 1101 College Writing | | | | | | | | | | | | | C |
| TRNS 1112 Heating Ventilation A/C | | | | | | | | | | | | | C |

Preliminary
Recommendations

| Academic Offerings | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moorhead | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
|--|--------------|--------------|-------------|-------------|---------|----------|---------------|---------------------|---------------|------------|-------------------|----------------|------------------|
| Key: C = Currently offered E = Expanded offering (future) VC = Virtual Center (current) R = Recommended offering M = Move from present location VCE = Virtual Center expansion (future) | | | | | | | | | | | | | |
| Post-Secondary Programs | | | | | | | | | | | | | |
| NDSCS | | | | | | | | | | | | | |
| Auto Body Repair & Refinishing Tech - AAS | | | | | | | | | | | | C | |
| Automotive Technology - AAS | | | | | | | | | | | | C | |
| Powersports Technology - Certificate & AAS | | | | | | | | | | | | C | |
| Diesel Technology - AAS | | | | | | | | | | | | C | |
| John Deere Tech - AAS | | | | | | | | | | | | C | |
| Caterpillar Dealer Service Technician - AAS | | | | | | | | | | | | C | |
| Unmanned Aircraft Systems (UAS) - Certificate | | | | | | | | | | R | | C | |
| | | | | | | | | | | | | | |
| M/State Moorhead | | | | | | | | | | | | | |
| Automotive Service Technology - AAS | | | | | | | | | | | | | C |
| Automotive Service Technology - Diploma | | | | | | | | | | | | | C |
| Diesel Equipment Technology - AAS | | | | | | | | | | | | | C |
| Diesel Equipment Technology - Diploma | | | | | | | | | | | | | C |

Preliminary
Recommendations

Arts & Communications Cluster

03/28/2019

Career Workforce Academy by Location

| Academic Offerings | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moorhead | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
|--|--------------|--------------|-------------|-------------|---------|----------|---------------|---------------------|---------------|------------|-------------------|----------------|------------------|
| Secondary Course Courses | | | | | | | | | | | | | |
| Photography I | | C | C | C | | | | C | C | | | | |
| Photography II | | C | C | C | | | | C | C | | | | |
| DigiTools I | | | | | | C | | | | | | | |
| DigiTools II | | | | | | C | | | | | | | |
| Communications Tech | | C | C | C | | | | | | | | | |
| Graphics Communication | | | | | | | | C | C | | | | |
| News Media | | | | | | | | | | | | | |
| Broadcasting | | | | | | | | C | C | | | | |
| TV Production | | | | | | C | | | | | | | |
| Publications | | | | | | | | C | C | | | | |
| Performing Arts | | C | C | C | | | | C | C | | | | |
| Visual Arts courses | | C | C | C | | | | C | C | | | | |
| Post-Secondary Course Courses | | | | | | | | | | | | | |
| NDSCS | | | | | | | | | | | | | |
| Performing Arts | | | | | | | | | | | | | |
| MUSC 101 Music Appreciation | | | | | | | | | | R | | C | |
| MUSC 101 Fundamentals of Music | | | | | | | | | | R | | C | |
| MUSC 207 History of Rock and Roll | | | | | | | | | | C-R | | C | |
| Communication | | | | | | | | | | | | | |
| COMM 110 Fundamentals of Public Speaking | | | | | | | | | | C-R | | C | |
| COMM 212 Interpersonal Communication | | | | | | | | | | R | | C | |
| COMM 216 Intercultural Communication | | | | | | | | | | R | | C | |
| M/State Moorhead | | | | | | | | | | | | | |
| ASL 1111 American Sign Language and Deaf Culture I | | | | | | | | | | | | | C |
| ASL 1112 American Sign Language and Deaf Culture II | | | | | | | | | | | | | C |
| ASL 1113 American Sign Language and Deaf Culture III | | | | | | | | | | | | | C |
| ASL 1114 American Sign Language and Deaf Culture IV | | | | | | | | | | | | | C |
| ASLM 1110 Introduction to Medical Interpreting | | | | | | | | | | | | | C |
| ASLM 1111 Ethical Decision Making for Medical Interpreters | | | | | | | | | | | | | C |
| ASLM 1112 Medical Signs | | | | | | | | | | | | | C |
| ASLM 1113 Special Topics in the Field of Medical Interpretin | | | | | | | | | | | | | C |
| ASLM 1114 Introduction to Mental Health Interpreting | | | | | | | | | | | | | C |
| COMM 2230 Intercultural Communication | | | | | | | | | | | | | C |
| GDTC 1100 Macintosh Production Processes | | | | | | | | | | | | | C |
| GDTC 1105 Adobe Photoshop I | | | | | | | | | | | | | C |
| GDTC 1113 Design and Layout I | | | | | | | | | | | | | C |
| GDTC 1115 Design and Layout II | | | | | | | | | | | | | C |
| GDTC 1120 Adobe InDesign I | | | | | | | | | | | | | C |
| GDTC 1124 Interactive Design I | | | | | | | | | | | | | C |
| GDTC 1126 Digital Photography | | | | | | | | | | | | | C |
| GDTC 1135 Adobe Illustrator I | | | | | | | | | | | | | C |
| GDTC 1150 Process Printing Theory | | | | | | | | | | | | | C |

Preliminary Recommendations

| Academic Offerings | | | | | | | | | | | | | |
|---|-----------------|-----------------|----------------|----------------|---------|---------------|------------------|------------------------|------------------|---------------|----------------------|-------------------|---------------------|
| Key: C = Currently offered VC = Virtual Center (current) M = Move from present location VCE = Virtual Center expansion (future) | | | | | | | | | | | | | |
| E = Expanded offering (future) R = Recommended offering | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moor- head | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
| GDTC 2120 Adobe InDesign II | | | | | | | | | | | | | C |
| GDTC 2205 Adobe Photoshop II | | | | | | | | | | | | | C |
| GDTC 2212 Design and Layout III | | | | | | | | | | | | | C |
| GDTC 2224 Interactive Design II | | | | | | | | | | | | | C |
| GDTC 2230 Design Portfolio | | | | | | | | | | | | | C |
| GDTC 2245 Adobe Illustrator II | | | | | | | | | | | | | C |
| GDTC 2250 Design Campaigns | | | | | | | | | | | | | C |
| GDTC 2258 Graphic Design Prof Practice | | | | | | | | | | | | | C |
| GDTC 2278 Digital Preflight | | | | | | | | | | | | | C |
| HLTH 1110 Introduction to Anatomy and Physiology | | | | | | | | | | | | | C |
| HLTH 1116 Medical Terminology | | | | | | | | | | | | | C |
| Post-Secondary Programs | | | | | | | | | | | | | |
| NDSCS | | | | | | | | | | | | | |
| Liberal Arts - General - AA, AS | | | | | | | | | | C-R | | C | |
| Liberal Arts - Music - AA | | | | | | | | | | R | | C | |
| M/State Moorhead | | | | | | | | | | | | | |
| American Sign Language Studies - Certificate | | | | | | | | | | | | | C |
| Graphic Design Technology - AAS | | | | | | | | | | | | | C |
| Graphic Design Technology - Diploma | | | | | | | | | | | | | C |
| Sign Language Interpreter - Medical - Certificate | | | | | | | | | | | | | C |

Preliminary
Recommendations

Liberal Arts, Transfer and General Education Cluster

03/28/2019

| Career Workforce Academy by Location | | | | | | | | | | | | | |
|--|--------------|--------------|-------------|-------------|---------|----------|---------------|---------------------|---------------|------------|-------------------|----------------|------------------|
| Academic Offerings | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moorhead | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
| Secondary Course Courses | | | | | | | | | | | | | |
| English IV | | | | | | | | | | | | | |
| Foreign Language | | | | | | | | | | | | | |
| Psychology | | | | | | | | | | | | | |
| Mathematics | | | | | | | | | | | | | |
| Ramp Up - (Science of Success)? | | | | | | | | | | | | | |
| Sociology | | | | | | | | | | | | | |
| Sciences | | | | | | | | | | | | | |
| Post-Secondary Courses | | | | | | | | | | | | | |
| NDSCS | | | | | | | | | | | | | |
| Academic Services (Developmental) | | | | | | | | | | | | | |
| ASC 060 English Language and Grammar Skills | | | | | | | | | | C-R | | C | |
| ASC 067 English as a Second Language | | | | | | | | | | C-R | | C | |
| ASC 82 effective Reading | | | | | | | | | | C-R | | C | |
| ASC 84 Critical Reading | | | | | | | | | | C-R | | C | |
| ASC 86 College Writing Prep I | | | | | | | | | | C-R | | C | |
| ASC 87 College Writing Prep II | | | | | | | | | | C-R | | C | |
| ASC 88 Composition Lab | | | | | | | | | | C-R | | C | |
| ASC 90 Math Prep | | | | | | | | | | C-R | C | C | |
| ASC 91 Algebra Prep I | | | | | | | | | | C-R | C | C | |
| ASC 92 Algebra Prep II | | | | | | | | | | C-R | C | C | |
| ASC 93 Algebra Prep III | | | | | | | | | | C-R | C | C | |
| English, Communication, & Performing Arts | | | | | | | | | | | | | |
| COM 110 Fundamentals of Public Speaking | | | | | | | | | | C-R | C | C | |
| ENGL 110 College Composition I | | | | | | | | | | C-R | C | C | |
| ENGL 120 College Composition II | | | | | | | | | | C-R | C | C | |
| ENGL 240 World Literature Masterpieces | | | | | | | | | | C-R | | C | |
| MUSC 207 History of Rock and Roll Music | | | | | | | | | | C-R | | C | |
| Mathematics and Science Classes | | | | | | | | | | | | | |
| BIOL 111 Concepts of Biology/Lab | | | | | | | | | | C-R | | C | |
| BIOL 150/L General Biology I/Lab | | | | | | | | | | C-R | C | C | |
| BIOL 151/L General Biology II/Lab | | | | | | | | | | C-R | C | C | |
| BIOL 220/L Anatomy & Physiology I/Lab | | | | | | | | | | C-R | C | C | |
| BIOL 221/L Anatomy & Physiology II/Lab | | | | | | | | | | C-R | C | C | |
| CHEM 121/L General Chemistry I/Lab | | | | | | | | | | C-R | C | C | |
| CHEM 122/L General Chemistry II/Lab | | | | | | | | | | C-R | C | C | |
| BOTE 108 Business Math | | | | | | | | | | C-R | | C | |
| MATH 103 College Algebra | | | | | | | | | | C-R | C | C | |
| MATH 105 Trigonometry | | | | | | | | | | C-R | C | C | |
| MATH 130 Technical Math | | | | | | | | | | C-R | | C | |
| MATH 132 Technical Algebra I | | | | | | | | | | C-R | | C | |
| MATH 136 Technical Trigonometry | | | | | | | | | | C-R | | C | |
| MATH 210 Elementary Statistics | | | | | | | | | | C-R | C | C | |
| MICR 202/L Introductory Microbiology | | | | | | | | | | C-R | | C | |
| PHYS 211/L College Physics I | | | | | | | | | | C-R | | C | |
| Social & Behavioral Sciences | | | | | | | | | | | | | |
| CJ 160 The Legal System | | | | | | | | | | C-R | | C | |
| CJ 201 Introduction to Criminal Justice | | | | | | | | | | C-R | | C | |
| CJ 232 Administration of Justice | | | | | | | | | | C-R | | C | |

Preliminary Recommendations

| Academic Offerings | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moorhead | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
|--|--------------|--------------|-------------|-------------|---------|----------|---------------|---------------------|---------------|------------|-------------------|----------------|------------------|
| Key: C = Currently offered VC = Virtual Center (current) M = Move from present location VCE = Virtual Center expansion (future) | | | | | | | | | | | | | |
| E = Expanded offering (future) R = Recommended offering | | | | | | | | | | | | | |
| CJ 297 Internship: Field Studies | | | | | | | | | | C-R | | C | |
| CJ 297 CJ Internship | | | | | | | | | | C-R | | C | |
| ECON 105 Elements of Economics | | | | | | | | | | C-R | C | C | |
| ECON 201 Principles of Microeconomics | | | | | | | | | | C-R | | C | |
| ECON 202 Principles of Macroeconomics | | | | | | | | | | C-R | | C | |
| HIST 103 United States History To 1877 | | | | | | | | | | C-R | | C | |
| HIST 104 United States History Since 1877 | | | | | | | | | | C-R | | C | |
| PHIL 210 Ethics | | | | | | | | | | C-R | | C | |
| POLS 115 American Government | | | | | | | | | | C-R | | C | |
| POLS 115 State and Local Government | | | | | | | | | | C-R | | C | |
| PSYC 100 Human Relations in Organizations | | | | | | | | | | C-R | | C | |
| PSYC 111 Introduction to Psychology | | | | | | | | | | C-R | | C | |
| PSYC 230 Educational Psychology | | | | | | | | | | C-R | | C | |
| PSYC 250 Developmental Psychology | | | | | | | | | | C-R | | C | |
| PSYC 270 Abnormal Psychology | | | | | | | | | | C-R | | C | |
| RELS 203 World Religions | | | | | | | | | | C-R | | C | |
| SOC 110 Introduction to Sociology | | | | | | | | | | C-R | | C | |
| SOC 115 Social Problems | | | | | | | | | | C-R | | C | |
| SOC 221 Minority Relations | | | | | | | | | | C-R | | C | |
| M/State Moorhead | | | | | | | | | | | | | |
| ACCT 1108 Business Math and Calculators | | | | | | | | | | | | | C |
| ACCT 2210 Managerial Accounting | | | | | | | | | | | | | C |
| ACCT 2211 Financial Accounting I | | | | | | | | | | | | | C |
| ACCT 2212 Financial Accounting II | | | | | | | | | | | | | C |
| ACCT 2213 Managerial Accounting | | | | | | | | | | | | | C |
| ACCT 2215 Computerized Acct App | | | | | | | | | | | | | C |
| ACCT 2255 Income Tax-Individual | | | | | | | | | | | | | C |
| ART 1107 Foundations of Art, 2-D | | | | | | | | | | | | | C |
| ART 1108 Foundations of Art, 3-D | | | | | | | | | | | | | C |
| ART 1110 Introduction to Art | | | | | | | | | | | | | C |
| ART 1111 Drawing I | | | | | | | | | | | | | C |
| ART 1112 Painting I | | | | | | | | | | | | | C |
| ART 1117 Printmaking I | | | | | | | | | | | | | C |
| ART 1118 Watercolor I | | | | | | | | | | | | | C |
| ART 1121 World of Art I | | | | | | | | | | | | | C |
| ART 1122 World of Art II | | | | | | | | | | | | | C |
| ART 1124 American Art | | | | | | | | | | | | | C |
| ART 1140 Handbuilt Ceramics | | | | | | | | | | | | | C |
| ART 2111 Drawing II | | | | | | | | | | | | | C |
| ART 2112 Painting II | | | | | | | | | | | | | C |
| ART 2114 Photographic Art I | | | | | | | | | | | | | C |
| ART 2115 Introduction to Digital Photography | | | | | | | | | | | | | C |
| ART 2116 Mixed Media I | | | | | | | | | | | | | C |
| ART 2201 Foundations on Digital Imaging | | | | | | | | | | | | | C |
| ART 2260 Art, Portfolio Design and Professional Development | | | | | | | | | | | | | C |
| ART 2261 Art, Portfolio Design and Professional Development Internsh | | | | | | | | | | | | | C |
| ART 2999 AFA-Visual Art Capstone Exhibition | | | | | | | | | | | | | C |
| BIOL 1107 Environmental Science Issues | | | | | | | | | | | | | C |
| BIOL 1108 Environmental Science Issues Lab | | | | | | | | | | | | | C |
| BIOL 1115 Introduction to Biotechnology | | | | | | | | | | | | | C |
| BIOL 1122 General Biology I | | | | | | | | | | | | | C |
| BIOL 1123 General Biology II | | | | | | | | | | | | | C |

Preliminary Recommendations

| Academic Offerings | | | | | | | | | | | | | |
|---|-----------------|-----------------|----------------|----------------|---------|---------------|------------------|------------------------|------------------|---------------|----------------------|-------------------|---------------------|
| Key: C = Currently offered VC = Virtual Center (current) M = Move from present location VCE = Virtual Center expansion (future) | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moor- head | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
| BIOL 1152 Food Science | | | | | | | | | | | | | C |
| BIOL 1170 Essentials of Human Anatomy and Physiology | | | | | | | | | | | | | C |
| BIOL 2010 General Ecology | | | | | | | | | | | | | C |
| BIOL 2202 Principles of Nutrition | | | | | | | | | | | | | C |
| BIOL 2220 General Microbiology | | | | | | | | | | | | | C |
| BIOL 2240 Genetics | | | | | | | | | | | | | C |
| BIOL 2260 Human Anatomy and Physiology I | | | | | | | | | | | | | C |
| BIOL 2261 Human Anatomy and Physiology I Lab | | | | | | | | | | | | | C |
| BIOL 2262 Human Anatomy and Physiology II | | | | | | | | | | | | | C |
| BIOL 2263 Human Anatomy and Physiology II Lab | | | | | | | | | | | | | C |
| BIOL 2267 Medical Microbiology | | | | | | | | | | | | | C |
| BIOL 2268 Medical Microbiology Lab | | | | | | | | | | | | | C |
| BIOL 1104 Biology of Human Concerns | | | | | | | | | | | | | C |
| BUS 1120 Spreadsheet & Database Concepts | | | | | | | | | | | | | C |
| BUS 1146 Personal Finance | | | | | | | | | | | | | C |
| BUS 2150 Legal Environment of Business | | | | | | | | | | | | | C |
| BUS 2204 Principles of Management | | | | | | | | | | | | | C |
| BUS 2206 Principles of Marketing | | | | | | | | | | | | | C |
| CHEM 1100 Fundamental Concepts of Chemistry | | | | | | | | | | | | | C |
| CHEM 1101 Principles of General Chemistry | | | | | | | | | | | | | C |
| CHEM 1111 General Inorganic Chemistry I | | | | | | | | | | | | | C |
| CHEM 1112 General Inorganic Chemistry II | | | | | | | | | | | | | C |
| CHEM 1115 Introduction to Organic and Biochemistry | | | | | | | | | | | | | C |
| CHIN 1101 Introduction to Chinese | | | | | | | | | | | | | C |
| COMM 1100 Power and Communications in Human Relations | | | | | | | | | | | | | C |
| COMM 1120 Introduction to Public Speaking | | | | | | | | | | | | | C |
| COMM 1130 Small Group Communication | | | | | | | | | | | | | C |
| COMM 1140 Interpersonal Communication | | | | | | | | | | | | | C |
| COMM 2220 Oral Interpretation | | | | | | | | | | | | | C |
| COMM 2230 Intercultural Communication | | | | | | | | | | | | | C |
| COMM 2240 Family Communication | | | | | | | | | | | | | C |
| COMM 2250 Gender Communication | | | | | | | | | | | | | C |
| COMM 2260 Computer-Mediated Communication | | | | | | | | | | | | | C |
| CPTR 1104 Introduction to Computer Technology | | | | | | | | | | | | | C |
| ECON 1150 Essentials of Economics | | | | | | | | | | | | | C |
| ECON 2210 Macroeconomics | | | | | | | | | | | | | C |
| ECON 2222 Microeconomics | | | | | | | | | | | | | C |
| ENGL 1101 College Writing | | | | | | | | | | | | | C |
| ENGL 1205 Writing About Literature | | | | | | | | | | | | | C |
| ENGL 1210 Writing About Current Issues | | | | | | | | | | | | | C |
| ENGL 1215 Professional and Technical Writing | | | | | | | | | | | | | C |
| ENGL 2234 Introduction to Literature: Short Stories | | | | | | | | | | | | | C |
| ENGL 2236 Introduction to Literature: Novel | | | | | | | | | | | | | C |
| ENGL 2238 Literature, Illness and the Human Condition | | | | | | | | | | | | | C |
| ENGL 2310 Introduction to Mythology | | | | | | | | | | | | | C |
| ENGL 2321 Women in Literature | | | | | | | | | | | | | C |
| ENGL 2325 Contemporary World Literature | | | | | | | | | | | | | C |
| ENGL 2372 Children's Literature | | | | | | | | | | | | | C |
| GEOG 1160 Global Physical Geography | | | | | | | | | | | | | C |
| HIST 1101 Western Civilization: Ancient to 1600s | | | | | | | | | | | | | C |
| HIST 1102 Western Civilization: 1600's to the Present | | | | | | | | | | | | | C |
| HIST 1113 Western Civilization: 20th Century | | | | | | | | | | | | | C |
| HIST 1201 American History to 1877 | | | | | | | | | | | | | C |

Preliminary
Recommendations

| Academic Offerings | | | | | | | | | | | | | |
|--|-----------------|-----------------|----------------|----------------|---------|---------------|------------------|------------------------|------------------|---------------|----------------------|-------------------|---------------------|
| Key: | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moor- head | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
| HIST 1202 American History since 1877 | | | | | | | | | | | | | C |
| HIST 1600 History of Baseball | | | | | | | | | | | | | C |
| HIST 1700 The History of America's National Parks | | | | | | | | | | | | | C |
| HIST 2212 American History 19th Century | | | | | | | | | | | | | C |
| HIST 2213 American History: 20th Century | | | | | | | | | | | | | C |
| HIST 2220 Minnesota and Northern Plains History | | | | | | | | | | | | | C |
| HUM 1101 Introduction to the Humanities | | | | | | | | | | | | | C |
| HUM 1105 Religion in the Humanities | | | | | | | | | | | | | C |
| HUM 1201 Religion and the American Experience | | | | | | | | | | | | | C |
| HUM 2236 Technology in the Humanities | | | | | | | | | | | | | C |
| HUM 2301 Heroes, Moral and Cultural | | | | | | | | | | | | | C |
| MATH 1100 World of Math | | | | | | | | | | | | | C |
| MATH 1102 Finite Math | | | | | | | | | | | | | C |
| MATH 1114 College Algebra | | | | | | | | | | | | | C |
| MATH 1115 Functions/Trigonometry | | | | | | | | | | | | | C |
| MATH 1116 College Trigonometry | | | | | | | | | | | | | C |
| MATH 1118 Precalculus | | | | | | | | | | | | | C |
| MATH 1122 Applied Calculus and Linear Algebra | | | | | | | | | | | | | C |
| MATH 1134 Calculus I | | | | | | | | | | | | | C |
| MATH 1135 Calculus II | | | | | | | | | | | | | C |
| MATH 1207 Elementary Statistics | | | | | | | | | | | | | C |
| MATH 1213 Introduction to Statistics | | | | | | | | | | | | | C |
| MATH 2200 Principles of Arithmetic | | | | | | | | | | | | | C |
| MATH 2231 Calculus III | | | | | | | | | | | | | C |
| MATH 2257 Linear Algebra | | | | | | | | | | | | | C |
| MCOM 1122 Introduction to Mass Communication | | | | | | | | | | | | | C |
| MCOM 1142 Popular Culture and Social Media | | | | | | | | | | | | | C |
| MCS 2230 Multicultural America | | | | | | | | | | | | | C |
| MIS 1100 Business Computers | | | | | | | | | | | | | C |
| MUSC 1117 Beginning Class Guitar | | | | | | | | | | | | | C |
| MUSC 1160 Music Business: Creating and Promoting Music | | | | | | | | | | | | | C |
| MUSC 1191 Individual Piano Lessons | | | | | | | | | | | | | C |
| MUSC 2214 Class Piano II | | | | | | | | | | | | | C |
| PHIL 1130 Critical Thinking | | | | | | | | | | | | | C |
| PHIL 1200 Applied and Professional Ethics | | | | | | | | | | | | | C |
| PHIL 1201 Ethics | | | | | | | | | | | | | C |
| PHIL 1211 Introduction to Philosophy | | | | | | | | | | | | | C |
| PHIL 2220 Environmental Ethics | | | | | | | | | | | | | C |
| PHIL 2225 Bioethics | | | | | | | | | | | | | C |
| PHIL 2230 Existentialism | | | | | | | | | | | | | C |
| PHIL 2235 Symbolic Logic | | | | | | | | | | | | | C |
| PHIL 2240 Non-Western Philosophical Perspectives | | | | | | | | | | | | | C |
| PHIL 2300 Political and Social Philosophy | | | | | | | | | | | | | C |
| PHYS 1105 Fundamental Concepts in Physics | | | | | | | | | | | | | C |
| PHYS 1106 Fund of Physics - Mechanics | | | | | | | | | | | | | C |
| PHYS 1107 Physics of Music | | | | | | | | | | | | | C |
| PHYS 1108 Physics of Flight | | | | | | | | | | | | | C |
| PHYS 1120 Introduction to Astronomy | | | | | | | | | | | | | C |
| PHYS 1401 College Physics I | | | | | | | | | | | | | C |
| PHYS 1402 College Physics II | | | | | | | | | | | | | C |
| PHYS 1411 University Physics I | | | | | | | | | | | | | C |
| PHYS 1412 University Physics II | | | | | | | | | | | | | C |
| POLS 1120 American National Government | | | | | | | | | | | | | C |

Preliminary
Recommendations

| Academic Offerings | | | | | | | | | | | | | |
|---|-----------------|-----------------|----------------|----------------|---------|---------------|------------------|------------------------|------------------|---------------|----------------------|-------------------|---------------------|
| Key: C = Currently offered VC = Virtual Center (current) M = Move from present location VCE = Virtual Center expansion (future) | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moor- head | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
| POLS 1130 State and Local Government | | | | | | | | | | | | | C |
| POLS 2204 Comparative Government | | | | | | | | | | | | | C |
| POLS 2206 Global Politics | | | | | | | | | | | | | C |
| POLS 2220 Introduction to Constitutional Theory | | | | | | | | | | | | | C |
| POLS 2310 Ideas and Ideologies | | | | | | | | | | | | | C |
| POLS 2950 Introduction to Social Research | | | | | | | | | | | | | C |
| PSYC 1101 Human Interaction | | | | | | | | | | | | | C |
| PSYC 1200 General Psychology | | | | | | | | | | | | | C |
| PSYC 1202 Introduction to Autism Spectrum Disorders | | | | | | | | | | | | | C |
| PSYC 1500 Positive Psychology | | | | | | | | | | | | | C |
| PSYC 2220 Abnormal Psychology | | | | | | | | | | | | | C |
| PSYC 2222 Lifespan Development | | | | | | | | | | | | | C |
| PSYC 2224 Social Psychology | | | | | | | | | | | | | C |
| PSYC 2226 Behavior and Environmental Management | | | | | | | | | | | | | C |
| PSYC 2230 Personality Psychology | | | | | | | | | | | | | C |
| PSYC 2302 Cross-Cultural Psychology | | | | | | | | | | | | | C |
| PSYC 2900 Statistics for Behavioral and Social Sciences | | | | | | | | | | | | | C |
| PSYC 2950 Introduction to Social Research | | | | | | | | | | | | | C |
| SOC 1111 Introduction to Sociology | | | | | | | | | | | | | C |
| SOC 1113 Social Problems | | | | | | | | | | | | | C |
| SOC 1114 Sociology Service Learning | | | | | | | | | | | | | C |
| SOC 2210 Social Deviance | | | | | | | | | | | | | C |
| SOC 2950 Introduction to Social Research | | | | | | | | | | | | | C |
| SPAN 2211 Intermediate Spanish I | | | | | | | | | | | | | C |
| SPAN 2212 Intermediate Spanish II | | | | | | | | | | | | | C |
| SW 2250 Introduction to Social Work/Social Welfare | | | | | | | | | | | | | C |
| THTR 1100 Introduction to Theatre | | | | | | | | | | | | | C |
| THTR 1105 Acting I | | | | | | | | | | | | | C |
| THTR 1120 Theatre Performance Practicum | | | | | | | | | | | | | C |
| THTR 1125 Theatre Technical Practicum | | | | | | | | | | | | | C |
| THTR 1130 Stage Make-up | | | | | | | | | | | | | C |
| THTR 1140 Stagecraft | | | | | | | | | | | | | C |
| THTR 2120 Script Analysis | | | | | | | | | | | | | C |
| THTR 2130 Design for the Stage | | | | | | | | | | | | | C |
| WMST 1136 Global Perspectives of Women | | | | | | | | | | | | | C |

Preliminary
Recommendations

| Academic Offerings | | | | | | | | | | | | | | |
|---|--|-----------------|-----------------|----------------|----------------|---------|---------------|------------------|------------------------|------------------|---------------|----------------------|-------------------|---------------------|
| Key: C = Currently offered VC = Virtual Center (current) M = Move from present location VCE = Virtual Center expansion (future) | E = Expanded offering (future) R = Recommended offering | Central Cass | Fargo Davies | Fargo North | Fargo South | Kindred | Moor- head | Northern Cass | West Fargo Sheyenne | West Fargo HS | CWA Center | NDSCS Early Entry | NDSCS Wahpeton | M-State Moorhead |
| Post-Secondary Programs | | | | | | | | | | | | | | |
| NDSCS | | | | | | | | | | | | | | |
| Liberal Arts - AA, AS | | | | | | | | | | | | | | |
| Agriculture Transfer | | | | | | | | | | | | | C | |
| Biotechnology Transfer | | | | | | | | | | | | | C | |
| Business Administration Transfer | | | | | | | | | | | | | C | |
| Chemistry Transfer | | | | | | | | | | | | | C | |
| Chiropractic Transfer | | | | | | | | | | | | | C | |
| Clinical Laboratory Science Transfer | | | | | | | | | | | | | C | |
| Computer Science Transfer | | | | | | | | | | | C-R | | C | |
| Criminal Justice Transfer | | | | | | | | | | | C-R | | C | |
| Dental Transfer | | | | | | | | | | | | | C | |
| Early Childhood Education Transfer | | | | | | | | | | | | | C | |
| Education Transfer | | | | | | | | | | | | | C | |
| Engineering Transfer | | | | | | | | | | | | | C | |
| General Liberal Arts Transfer | | | | | | | | | | | C-R | | C | |
| Health, Physical Ed & Recreation Transfer | | | | | | | | | | | | | C | |
| Law Transfer | | | | | | | | | | | | | C | |
| Management Information Systems Transfer | | | | | | | | | | | C-R | | C | |
| Mathematics Transfer | | | | | | | | | | | | | C | |
| Medical Transfer | | | | | | | | | | | | | C | |
| Music Transfer | | | | | | | | | | | | | C | |
| Natural Science Transfer | | | | | | | | | | | | | C | |
| Nursing Transfer | | | | | | | | | | | | | C | |
| Optometry Transfer | | | | | | | | | | | | | C | |
| Paralegal Transfer | | | | | | | | | | | | | C | |
| Pharmacy Transfer | | | | | | | | | | | | | C | |
| Physical Science Transfer | | | | | | | | | | | | | C | |
| Psychology Transfer | | | | | | | | | | | | | C | |
| Social Work Transfer | | | | | | | | | | | | | C | |
| Wildlife Management Transfer | | | | | | | | | | | | | C | |
| M/State Moorhead | | | | | | | | | | | | | | |
| Accounting Transfer Pathway - AS | | | | | | | | | | | | | | C |
| Associate of Arts (AA) Degree | | | | | | | | | | | | | | C |
| Associate of Arts Degree: Social Science Emphasis - AA | | | | | | | | | | | | | | C |
| Biology Transfer Pathway - AS | | | | | | | | | | | | | | C |
| Business Transfer Pathway - AS | | | | | | | | | | | | | | C |
| History Transfer Pathway - AA | | | | | | | | | | | | | | C |
| Individualized Studies - AAS | | | | | | | | | | | | | | C |
| Political Science Transfer Pathway - AA | | | | | | | | | | | | | | C |
| Psychology Transfer Pathway - AA | | | | | | | | | | | | | | C |
| Theatre Transfer Pathway | | | | | | | | | | | | | | C |

Preliminary
Recommendations



Alumni/Foundation

800 Sixth Street North | Wahpeton, ND 58076-0002 | 1.800.342.4325 | ndscsalumni.com

March 13, 2023

Members of the North Dakota
Senate Appropriations – Human Resources Committee

RE: Support for HB1019 – Career and Technical Education

Chairman Dever and members of the Committee. Thank you for the opportunity to provide written testimony in support of HB1019. Your vote is critical to ensure adequate funding for the Department of Career and Technical Education (DCTE) to support new and growing CTE programs and expand access to CTE programs and shared high-tech labs at area career centers.

The intent of the Career Innovation Center in Cass County is to have the ability to provide students with career exploration and awareness, hands-on learning experiences, connections to post-secondary education, dual credit opportunities, College certificates and College credited degrees, prospects to obtain industry credentials, and alignment with industry in providing work-based learning opportunities. All this, in collaboration with the following schools: Fargo, West Fargo, Central Cass, Northern Cass and NDSCS. Which serves the largest population of students in North Dakota. The Career Innovation Center will position CTE to engage and retain our youth within our state's current and future workforce.

I ask for your leadership, your voice, and your advocacy to amend HB 1019 to restore the one-time ask of \$40 million for the 13 North Dakota area career center projects. The **one-time funding request** is critical to guarantee area career center projects are built with each community's vision and workforce needs in mind, and not gutted due to construction costs. The two-year delay in federal grant dollars has amplified construction costs by approximately 30-40%, in addition to inflation impact. Construction costs continue to escalate, **with total estimates now at \$56M**. This one-time investment will ensure area career centers are designed adequately and CTE programs are delivered through high-tech labs when they open their doors. This funding will also accelerate our center opening, hopefully by fall 2024.

Our project is and has been shovel ready since July of 2021. The original application by the four Cass County school districts was an additional \$10M to complete the original \$31M project (\$21M raised in private funds), with very little inflationary impact. Because of the delay in the \$10M, we were forced to look at downsizing the project to 92,000 Sq ft., in addition, we are expecting higher estimates for construction to finish the building that was designed in March 2021. Because of delays we will see as much as a 40% increase. Applying an inflation factor to those estimates brings the total project to \$39.2M, to complete the 125 Sq ft building, which was the original intent. So overall inflationary increase of \$8.2M.

Thank you for your time and service to the state of North Dakota. We would appreciate your support of moving this portion of the bill forward.

Kim Nelson
NDSCS Foundation
Executive Director

Senate Appropriations Human Resources Division:

RE: Support for HB1019 – Career and Technical Education

Dear Chairman Dever and members of the committee:

My name is Dale Hoerauf. I am the Director of Career and Technical Education for Bismarck Public Schools and Director of the Central Regional Area Career and Technical Center. I am reaching out to you in support of HB1019.

Bismarck Public Schools built the Career Academy 12 years ago, and we started with an enrollment of 400 students in 2010. Currently we have an enrollment of 1600 9-12th grade students. Students are able to choose from 38 Career and Technical courses, leading to various career pathways. At the Bismarck Public School Career Academy, we are out of space and our expansion plans are to build Career Academy 2.0. Unfortunately, our plans have stalled and we have missed the construction window to build our Career Academy 2.0 dream because of funds that have not been received. As you can understand, construction costs continue to escalate and the additional dollars are needed to cover what was our plan two years ago.

HB1019 provides needed funding right during a time when there is a demand for skilled workforce in North Dakota and the nation. The CTE funding is needed to help with the expansion of programs. Although we have 38 CTE course offerings, the plan is to add a two-year program for high school students in HVAC, plumbing, and electrical. This bill would provide funds to continue with our plans of Career Academy 2.0 for Bismarck Public Schools.

Support for HB 1019 is support for North Dakota's CTE growth and provides the ability to expand access to CTE programs for students across the state. I ask the funding amendments in HB1019 be restored to the levels recommended by Director Wayde Sick.

Sincerely,



Dale Hoerauf

Director Bismarck Public Schools Career and Technical Education



March 14th, 2023

To: Chairman Dever and Senate Appropriations – Human Resources Division

Today I submit this testimony in support of HB1019. North Dakota faces the growing challenges of workforce shortages and keeping our talented citizens from migrating to other parts of the country. Business, education and elected leaders from Southwest ND recognized this and came together with the vision to start the Southwest Area CTE Academy (SW CTE). SW CTE is currently a partnership of seven area high schools, Dickinson State University, and a robust industry group here in SW ND that is committed to offering high-quality career and technical training for in-demand occupations for SW ND. Having the opportunity to work with this group I see the impact they have and the boost they can provide in helping meet our workforce needs.

SW CTE is just one example of thirteen CTE expansion projects that are happening around the state and the hundreds of other CTE programs currently operating in our high schools and colleges. Your support of HB1019 and the requests provided by the Department of CTE will be crucial for the success of these programs and continued growth for career and technical education. This appropriation request is very small compared to the return on investment this will have for decades to come.

In addition to the general budget request and expanding your support of new and expanded program line item, I also encourage you to consider the budget change requests from CTE Director Sick in adding an additional \$40 million inflationary dollars in support of the ND CTE Capital Projects Grant program. We were one of the fortunate projects that received funding and hope to launch programming in some of our renovated spaces in the coming months. I'm unsure however if we can proceed with a portion of the remaining 40% of our planned project as inflation costs are continuing to climb, and the margins are razor thin. We've done our best to find cost savings everywhere we can and continue to work on soliciting private partnerships. To date have raised over \$17.5 million. We are finding however our industry partners are feeling the same inflationary pinch. We went to these partners, schools, and communities with a plan and promise to deliver and would hate to come up short in addressing our state's critical workforce and training needs. SW Area CTE Academy along with the other twelve CTE projects around the state are scrambling to come to life and your support will help bring these to reality and leave a lasting legacy in our state.

Thank you for your support of HB 1019 and the next generations of North Dakota's workforce.

Sincerely,

Aaron Anderson
CTE Director
Southwest Area CTE Academy
Dickinson Public Schools



Michael Hanson, Director
Michael.Hanson@k12.nd.us

1540 School Road
Grafton, ND 58237-1715

Phone: (701) 352-3705
Fax: (701) 352-3170
Website: www.northvalley.k12.nd.us

Testimony of Michael Hanson, Director
North Valley Career & Technology Center
Support for HB 1019 – Career & Technical Education Funding
March 14, 2023

Chairman Dever and members of the Committee,

Thank you for the opportunity to provide written testimony in support of HB 1019. My name is Mike Hanson, Director of North Valley Career & Technology Center, serving our member districts of Drayton, Grafton, Midway, Minto, Park River Area, and Valley-Edinburg.

There are many items in this appropriations bill that are critical to ensure adequate funding for CTE Programs across the state. I will highlight a few priorities for North Valley. Without \$4 million for cost to continue our Center, and CTE across North Dakota, would go backwards. The \$8 million for new and expanding would be critical to fund programs that are currently approved by DCTE but receiving no funding. Reappropriate the Work-Based Learning Coordinators allocation back to the \$3 million requested by Mr. Wayne Sick's initial request. This would allow us to employ a full-time position to work to connect students and industry to maximize students' opportunities and full workforce demands.

Through the Federal Coronavirus Career & Technical Education Capital Projects Grant process, North Valley was awarded \$9.4 million to expand coverage and add CTE pathways to stay current with industry needs of our region and state. Since our application was submitted and awarded, the inflationary costs have increased to a point that we would not be able to implement the project we wrote for. Cutting pieces out is not an option as our industry partners, which provided matching funds, are expecting the full product we presented and sold them on. DCTE is asking that you restore at a minimum the one-time ask of \$40 million back into HB 1019 to complete the work that was awarded to us during last session.

We ask for your support now in the 2023 - 68th Legislative Assembly to approve HB 1019 to avoid further delays and expenses for these already approved projects. Investing in area career and technical education is not only a vision for learners but a legacy for North Dakota education and workforce development.

Sincerely,

Michael S. Hanson, Director

An equal opportunity educator and employer.



GREATER NORTH DAKOTA CHAMBER
HB 1019
Senate Appropriations Committee
Human Resources Division
Chairman Dick Dever
March 14, 2023

Mr. Chairman and members of the Committee, my name is Andrea Pfennig with 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 House Bill 1019.

Recently, GNDC partnered with the NDSU Challey Institute for Global Innovation and Growth to complete a survey about the business climate in North Dakota. The survey found that 62% of respondents felt the number one factor holding businesses back is difficulty attracting and retaining qualified workers.

Our members support collaborative efforts between private sector and educational institutions to better meet workforce needs. We feel that it is important to maximize the flexibility and responsiveness of K-12, two and four-year educational institutions, and other expanded educational opportunities to meet local training needs and demands. Additionally, we support partnerships and resources that implement career awareness programs, work-based learning, and upskilling opportunities to cultivate workforce attraction and retention.

Specifically, we hope you will consider the following workforce training program funding:

- \$20 million for CTE Centers
- \$40 million for New and Expanding CTE Centers Inflation Impact
- \$2 million for Workforce Training
- Continued funding for CTE programs

These programs offered by the Department of Career and Technical Education are an important piece of the solution in addressing workforce shortages. We urge you to support them. Thank you for your consideration.



FMWF Chamber Support for HB 1019

March 15th, 2023

Chair Dever and members of the Senate Appropriations – Human Resources Division,

For the record, my name is Shannon Full, and I have the pleasure of serving as the President/ CEO of the Fargo Moorhead West Fargo (FMWF) Chamber of Commerce. The Chamber's mission is to be a catalyst for economic growth and prosperity for businesses, members, and the greater community. On behalf of our over 1,900 members, I respectfully offer testimony in support of House Bill 1019 with a funding request.

Every state across the United States is competing to attract, retain, and develop workforce, hoping to fill thousands of open jobs. To effectively compete on a global scale for workforce, both the public and private sectors must identify innovative and multi-pronged solutions to address this crisis. While workforce attraction is a major focus, we must not diminish the importance of development and retention. A recent report by the National Association of State Chambers estimated that about 25% of future jobs are likely to require a four-year college degree, while 40%-50% will be middle-skill jobs requiring some post-high school education or training. Additionally, 30%-40% of adult workers will need reskilling every decade. Communities across the state of North Dakota must remain committed to developing the current and future workforce. A project like the Cass County Career Innovation Center (CIC) is a key example of our community's commitment to establishing robust workforce pathways for individuals.

A major component of this community-oriented project is the steadfast support throughout our business community. Nearly 13 million dollars of the committed contributions were derived from private businesses. From construction to healthcare and numerous industries in between, business leaders throughout Cass County stepped up to financially support this project, recognizing its need and future impact. Naturally, The FMWF Chamber found it imperative to support this project from its inception.

In July 2021, I had the pleasure of joining other community leaders from the region to break ground on Cass County's shovel-ready Career Innovation Center. This momentous occasion kicked off the start of phase 1 of the project, which establishes the building's exterior shell and launches limited programming, funded by over 21 million dollars in public and private contributions. Phase 2 of the project expands the interior build-out of the building and establishes additional programming, utilizing the 10 million dollars allocated during the special session. Lastly, Phase 3 of the project would fully build out the entire 115,000+ sq. ft. space and finalize all programming aspects.

On behalf of our members, I would like to thank the committee for their time, and I respectfully ask that the legislature provide our state's CTE Centers with this much-needed inflationary funding so they may finalize their projects.

Respectfully,

Shannon Full
President/CEO
FMWF Chamber of Commerce
sfull@fmwfchamber.com

Senate Appropriations – Human Resources Division
Chairman Dick Dever
March 15, 2023

HB 1019

Chairman Dever and members of the Senate Appropriations Committee, my name is Pam Stroklund, Career and Technical Education Director for Minot Public Schools. I offer testimony in support of HB 1019, the Department of Career and Technical Education Appropriations Bill.

First off, I would like to thank all of you who were a part of the 67th Legislative Session. Your vote clearly showed your support for the Department of Career and Technical Education by not only providing funding to continue, but also expand CTE opportunities across the state. Our workforce depends on the Dept. of CTE to continue providing youth with exploratory opportunities and foundational skills needed to enter the world of work. The Dept. of CTE's limited staff also strive to provide adults with the skills needed to fill North Dakota's workforce shortages.

Your vote secured the funding to bring business, industry, and education to the table identifying workforce needs and enthusiastically planning innovative ways to fill our workforce shortages through CTE Capital Projects.

Last year, Minot Public Schools was awarded \$10,000,000 in CTE Capital Projects funding (\$6,666,666 America Recovery Plan Act [ARPA] and \$3,333,333 Coronavirus Capital Projects Fund). The opportunity to expand career and technical education in the Minot area quickly became a reality as work began on the Minot Area Workforce Academy.

Our vision for the Minot Area Workforce Academy is to serve as the hub to an Area Career and Technical Education Center providing new opportunities for high school students and the community. The expansion of the Early Childhood Education program and the addition of a new Commercial Driver's License program are set to open August 2023 in the Minot Area Workforce Academy. Without additional funding for New and Expanding Programs, the high demand, high cost CDL program is in jeopardy of not being reimbursed by the Dept. of CTE.

Along with increased programs, our vision included increasing work-based learning opportunities for Minot and area high school students. Making the community connections to place students in work-based learning opportunities, such as job shadows, internships, and pre-apprenticeships, takes time and commitment. Without funding for a Work-Based Learning Coordinator, fewer students will receive the opportunity to find out if a career is right for them before graduating high school.

As Minot Public Schools moves forward with a new high school, Minot North, and renovates Magic City Campus to accommodate 9-12th grade students, CTE program expansion and additions are also included in the plans. These CTE opportunities were highlighted in the CTE Capital Projects application funded. Due to inflationary overages of \$8M and a commitment to stay within the existing budget, several of the CTE projects (Commercial kitchen, Welding lab expansion, Diesel technology program addition) were carved out or put on are on hold until further funding is secured.

On behalf of Minot Public Schools and the community of Minot, we request your support of HB 1019 as submitted by the Department of Career and Technical Education and encourage a “DO PASS” recommendation:

- \$4 million to Continue funding existing programs
- \$20 million to fund New and Expanding programs to ensure all the new innovative programs proposed in the CTE Capital Projects receive full support for a successful launch
- \$3 million to fund Work-Based Learning Coordinators to ensure more students have the opportunity to explore career options on the job site
- Additional FTE staff for the Dept of CTE to support the expanded programs across the state

A critical request to add back into HB 1019 and also encourage a “DO PASS”:

- \$40 million to fund New and Expanding CTE Centers Inflation Impact to ensure all CTE Capital Projects can proceed as planned and make an impact on our future workforce

Thank you for allowing me to share our plan and our current reality. I will stand for any questions you may have.

| FTE REQUEST, 23-25 | | |
|--|--|--|
| Position | Justification | Cost (rounded to the nearest 1,000) |
| 1. Elementary teacher | In 2020, CDE began offering a full K-5 program in response to the pandemic. While enrollments have decreased as students have returned to bricks and mortar school, in Fall 2022, CDE had over 160 enrollments in the elementary program and projects this same number this spring. Our average full-time teacher is assigned 300 enrollments per year, with this workload reduced when the teacher has curricular review responsibilities. CDE hired a full-time temporary teacher who has served as the primary instructor for the K-5 program, built the curriculum, evaluated it, and refined it. We are requesting that this position be moved from a temporary to a regular position. | \$165,000 (salary and benefits) |
| 2. Part-time high school teacher, part-time teacher mentor | While CDE relies heavily on adjuncts to support our enrollments, CDE has confirmed through its research that student outcomes are improved when a permanent CDE teacher instructs a course. CDE projects that its enrollments will remain 20% higher than prior to the pandemic. This position will be used to help support our enrollment growth and increase the quality of our delivery. This position will teach part-time and oversee teacher professional development as CDE moves to standards-based learning. This method requires extensive professional development for a teacher to initially understand it, then implement it, and finally use it to guide growth. CDE will seek a teacher mentor well-versed in standards-based learning to help our teachers navigate through this transition. | \$192,000 (salary and benefits) |
| 3. Split the technology director position into two FTEs | CDE's technology director is retiring after 29 years. The director oversees all CDE technology infrastructure and three FTEs. The director also managed the development of our business and enrollment system, helping spearhead an effort to ensure all our systems were well-integrated enough for students to receive access to our courses within no more than 24 hours of enrolling and allowing schools/families to pay for these courses on demand. Managing these systems alone requires an FTE. The remaining technology director duties, which include budget management, staff oversight, IT procurement, short and long-term planning on the software and systems needed to sustain quality services, systems integration, network management, and cybersecurity oversight, also constitute another full FTE position. | New technology staff FTE (director salary already included in the CDE budget): \$156,000 (salary and benefits) |
| Recruiting and onboarding 3 FTEs (well below state estimate of 50% of annual salary per FTE) | | \$30,000 |
| Total cost over 23-25: | | \$543,000 |



23-25 FISCAL REQUEST

Line-Item Request and Comparison Summary

| Description | 2021-23 Budgeted | 2023-25 CDE Requested | % Increase or Decrease | 2023-25 Executive Recommended |
|-----------------------------------|-----------------------|------------------------|------------------------|-------------------------------|
| Salaries | \$6,411,254.00 | \$8,454,024.00 | 31.9% | \$8,650,231 |
| Permanent | 3,384,679 | 4,130,266 | 22% | 4,221,928 |
| Temporary | 1,108,396 | 2,235,960 | 101.7% | 2,235,960 |
| Fringe Benefits | 1,918,179 | 2,087,798 | 8.8% | 2,192,343 |
| Operating Expenses | \$3,050,000.00 | \$3,050,000.00 | | \$3,050,000.00 |
| Travel | 23,617 | 23,617 | 0% | 23,617 |
| Supplies - IT Software | 193,923 | 193,923 | 0% | 193,923 |
| Supply/Material - Professional | 2,624 | 2,624 | 0% | 2,624 |
| Food and Clothing | 48 | 48 | 0% | 48 |
| Building, Grounds, Vehicle Supply | 2,096 | 2,096 | 0% | 2,096 |
| Miscellaneous Supplies | 128 | 128 | 0% | 128 |
| Office Supplies | 1,573,856 | 1,573,856 | 0% | 1,573,856 |
| Postage | 3,991 | 3,991 | 0% | 3,991 |
| Printing | 1,423 | 1,423 | 0% | 1,423 |
| IT Equipment under \$5,000 | 126,643 | 126,643 | 0% | 126,643 |
| Office Equip & Furniture- | 4,509 | 4,509 | 0% | 4,509 |
| Utilities | 50,526 | 50,526 | 0% | 50,526 |
| Insurance | 5,231 | 5,231 | 0% | 5,231 |
| Rentals/Leases-Equipment & Other | 4,894 | 4,894 | 0% | 4,894 |
| Rentals/Leases - Bldg/Land | 378,139 | 378,139 | 0% | 378,139 |
| Repairs | 41,492 | 41,492 | 0% | 41,492 |
| IT - Data Processing | 44,193 | 44,193 | 0% | 44,193 |
| Communications | 86,819 | 86,819 | 0% | 86,819 |
| IT Contractual Services | 24,391 | 24,391 | 0% | 24,391 |
| Professional Development | 31,357 | 31,357 | 0% | 31,357 |
| Operating Fees and Services | 53,578 | 53,578 | 0% | 53,578 |
| Professional Fees and Services | 396,522 | 396,522 | 0% | 396,522 |
| Total | \$9,461,254.00 | \$11,504,024.00 | | \$11,700,231.00 |

Sources of revenue

| | | | | |
|--|--|----------------|------|----------------|
| General Fund | \$6,461,254.00 | \$7,004,024.00 | 8.4% | \$7,200,231.00 |
| Special Spending Authority (Raised through Tuition Paid by Local Schools and Students) | \$3,000,000.00; Emergency Commission approved an additional \$1.5m | \$4,500,000.00 | 0% | \$4,500,000.00 |



Testimony House Bill 2269 – Senate Education Committee

Senator Elkin, Chairman

January 23, 2023

Chair Elkin and members of the Senate Education Committee, for the record, my name is Dr. Alyssa Martin. I am the director of the North Dakota Center for Distance Education (CDE). I am here to support this bill with a request for a few friendly amendments developed and mutually agreed to by the Department of Public Instruction (DPI), Department of Career and Technical Education (CTE), and CDE.

CDE has been governed by several state agencies during its 88-year history, with each move intended to help the organization strengthen aspects of services or its overall operations. CDE is currently under the Department of Career and Technical Education (CTE), where it was moved in 2019 with the aim of CDE enhancing its CTE courses and identifying ways to partner with local CTE Centers. Then, in 2020, a pandemic hit. CDE shifted its focus to providing virtual education to nearly every school district in the state, adding a full elementary curriculum as part of the process and tipping the CDE course portfolio from 47% core courses, 3% electives, and 50% CTE courses to 55% core courses, 13% electives and fine arts, and 32% CTE courses. More recently, CDE has also been engaged in future planning and decided to focus on growth in our elementary and diploma programs, improving course quality through moving to standards-based learning, and helping students become choice ready through efforts such as expanding our dual credit courses. These changes in our portfolio of course offerings and our goals for the next biennium align closely with DPI's mission and goals. Upon introduction of this bill, CDE also checked with one of its national affiliate organizations, the Digital Learning Collaborative, on which state agency typically governs state-funded virtual schools in other states, finding that departments of education govern the vast majority. It's for these reasons that CDE, though it strongly values its relationship with CTE, believes that SB 2269 rightly moves CDE under the appropriate parent agency, the Department of Public Instruction.

As mentioned, CDE worked with DPI and CTE to draft amendments to this bill to ensure appropriate accountability structures are in place, to ensure the superintendent of public instruction's scope of oversight over CDE paralleled that of her supervisory authority over the School for the Blind, and to help clarify terminology throughout the bill. The amendments are included with my previously submitted testimony. To summarize them:

- Under the definitions section, we removed a vague reference to CDE administration, replaced it with the director, and updated the board definition to refer to the Board of Public Education instead of the CTE board. We decided that for clarity, any reference to the Superintendent of Public Instruction throughout this chapter of law should include this full title.
- On page two, lines 16-22, we updated the language to clarify that the Superintendent of Public Instruction hires the director of CDE, who is, in turn, responsible for overseeing

CDE operations; that the Board of Public Education approves CDE's operations; and the CDE staff and budget are independent of DPI-- language that mirrors the description of the School for the Blind's organizational structure in law. Incidentally, CDE was once governed by the Board of Public Education, and this is still reflected in Administrative Code section 68-01-01-01 (2). However, this section of code refers to CDE under its old name, the Division of Independent Study.

- The remainder of our edits add the phrase "public instruction" after superintendent for clarification purposes throughout the bill. We're also recommending that 15.1-02-04 not be amended as initially proposed. This section of law relates to the Superintendent of Public Instruction's duties, which we did not think needed amendment since this position's responsibilities over CDE are fully outlined in NDCC Ch. 15-19 under our proposed amendments and consequently do not need to be referenced again in another chapter of law.

Due to its changes in services and its long-term goals, CDE believes that DPI should serve as its parent state agency. This alignment will help provide the support CDE needs to continue its growth and delivery of quality online education for years to come.

PROPOSED AMENDMENTS TO SENATE BILL 2269

Page 1, line 2, after “15-19-08,” insert “and”, remove “and “15.1-02-04”

Page 1, line 9, remove “administration includes the leadership of the center for distance education”

Page 1, line 10, remove overstrike over “~~Board means the~~” and insert “board of public school education”

Page 1, line 12, remove overstrike over “~~director,~~” remove “superintendent,” remove overstrike of “director,” remove “superintendent of public instruction,” insert “of the center for distance education”

Page 1, lines 22-23, remove overstrike over “~~of public instruction~~”

Page 2, line 6, after “superintendent”, insert “of public instruction”

Page 2, line 16, after “the responsibility of the” insert “director of the”

Page 2, line 17, after “superintendent”, insert “of public instruction and the board. The director is appointed by and reports to the superintendent of public instruction. The center must have a separate budget and separate staff from the department of public instruction”, remove “The”

Page 2, line 18, remove “superintendent shall hire administration and staff for the center for distance”

Page 2, line 19, remove “education”

Page 2, lines 19-20, replace “administration of the center” with “director”

Page 2, line 21, replace “state board for career and technical education” with “board”

Page 2, line 22, after “superintendent,” insert “of public instruction.”

Page 2, line 23, remove overstrike over “of public instruction”

Page 2, lines 24-26, remove “~~The state board for career and technical education superintendent shall administer the responsibilities of the board of a school district relating to the center for distance education.~~”

Page 3, lines 5, 11, 18, 22, and 29, after “superintendent,” insert “of public instruction”

PROPOSED AMENDMENTS TO SENATE BILL 2269

Page 6, lines 21-22, remove “Shall administer and supervise the program and all activities of the center for distance education.”

Page 7, lines 22-23, remove “Shall administer and supervise the program and all activities of the center for distance education.”

23.0919.01000

Sixty-eighth
Legislative Assembly
of North Dakota

SENATE BILL NO. 2269

Introduced by

Senators Davison, Schaible, Sorvaag

Representatives Bosch, Heinert, Monson

1 A BILL for an Act to amend and reenact sections 15-19-00.1, 15-19-01, 15-19-02, 15-19-06,
2 15-19-08, ~~and 15-20.1-03, and 15.1-02-04~~ of the North Dakota Century Code, relating to the
3 administration of the center for distance education.

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

5 **SECTION 1. AMENDMENT.** Section 15-19-00.1 of the North Dakota Century Code is
6 amended and reenacted as follows:

7 **15-19-00.1. Definitions.**

8 In this chapter, unless the context otherwise requires:

- 9 1. ~~"Administration" includes the leadership of the center for distance education.~~
- 10 2. ~~"Board" means the board of public school education.~~ "Board" means the state board for
11 career and technical education.
- 11 3. "Center" means the North Dakota center for distance education.
- 12 4. ~~3. "Director~~ ~~Director~~ ~~Superintendent"~~ means the director of the center for distance
13 education ~~director and executive officer of the department of~~
14 ~~career and technical education~~ superintendent of public instruction.

14 **SECTION 2. AMENDMENT.** Section 15-19-01 of the North Dakota Century Code is
15 amended and reenacted as follows:

16 **15-19-01. North Dakota center for distance education courses - Establishment -**
17 **Enrollment of students - Courses of instruction.**

18 The state shall provide kindergarten through grade twelve courses, comprehensive
19 educational support, and high school diplomas through the center for distance education under
20 the following provisions:

- 21 1. A complete curriculum prescribed by state-mandated education accreditation entities
22 which meets the requirements for digital education the superintendent of public
23 instruction ~~of public~~
instruction has determined to be appropriate.

- 1 2. A superintendent or an administrator of a school may deny the enrollment of a student
- 2 in that district at the center for distance education except as provided in subsection 5.
- 3 3. The center for distance education may provide services to persons who are not North
- 4 Dakota residents.
- 5 4. Center for distance education students shall pay fees as may be prescribed by the
- 6 ~~state board for career and technical education superintendent of public instruction.~~
- 7 5. Students exempt from the compulsory school attendance laws pursuant to
- 8 subdivision e of subsection 1 of section 15.1-20-02 may enroll in distance education
- 9 courses offered through the center for distance education. These students may study
- 10 their center for distance education lessons in their learning environment under the
- 11 supervision of a parent.

12 **SECTION 3. AMENDMENT.** Section 15-19-02 of the North Dakota Century Code is
13 amended and reenacted as follows:

14 **15-19-02. Administration Center for distance education - Appointment and duties.**

15 The program of and all activities related to the center for distance education are the
16 responsibility of the ~~state board for~~ director of the center for distance education and under the authority of the

17 ~~career and technical education superintendent of public instruction and the board. The director is~~
~~appointed by and reports to the superintendent of public instruction. The center must have a~~
~~separate budget and separate staff from the department of public instruction. The director of the~~
~~department of career and~~

18 ~~technical education superintendent shall hire administration and staff for the center for distance~~

19 ~~education~~ who must be classified under the state personnel merit system. The ~~administration of~~

20 ~~the center~~ director shall carry out the responsibilities in operating the center for distance education
21 in

22 ~~the manner approved by the~~ state board for career and technical education board, under the

23 ~~supervision of the director of the department of career and technical education~~ superintendent of
public instruction,

24 ~~and compliant with requirements established by the superintendent of public instruction of public~~
~~instruction and the~~

25 ~~education standards and practices board for public school administrators and teachers. The~~

26 ~~state board for career and technical education superintendent shall administer the~~

27 ~~responsibilities of the board of a school district relating to the center for distance education.~~

28 SECTION 4. AMENDMENT. Section 15-19-06 of the North Dakota Century Code is

29 amended and reenacted as follows:

Formatted: Left, Space Before: 7.4 pt

Formatted: Left, Space Before: 7.4 pt

Formatted: Left, Space Before: 7.55 pt

1 **15-19-06. Special funds - Deposit of collections - Transfers from general fund**
2 **appropriations.**

Formatted: Left, Space Before: 0 pt

3 1. A special operating fund for the center for distance education must be maintained
4 within the state treasury and all income and fees collected by the center for distance
5 education from any source must be remitted monthly by the ~~director~~superintendent of
public instruction to
6 the state treasurer and credited to the special operating fund. All expenditures from the
7 fund must be within the limits of legislative appropriations and must be made upon
8 vouchers, signed and approved by the director. Upon approval of the vouchers by the
9 office of the budget, warrant-checks must be prepared by the office of management
10 and budget.

11 2. The ~~state board for career and technical education~~superintendent of public instruction
may establish an
12 endowment and scholarship fund to provide financial grants to students enrolled in
13 courses offered through the center for distance education. The endowment and
14 scholarship fund may consist only of those funds specifically appropriated by the
15 legislative assembly and property received by the center for distance education as a
16 gift, devise, or bequest. Any gift, devise, or bequest of property received by the center
17 for distance education which is designated by the ~~state board for career and technical~~
18 ~~education~~superintendent of public instruction and donor for the endowment and
scholarship fund must be
19 deposited in the scholarship fund at the Bank of North Dakota. The center for distance
20 education may draw on the endowment and scholarship fund for the award of
21 endowments and scholarships within the limits and rules adopted by the ~~state board~~
22 ~~for career and technical education~~superintendent of public instruction.

Formatted: Left, Space Before: 0 pt

23 **SECTION 5. AMENDMENT.** Section 15-19-08 of the North Dakota Century Code is
24 amended and reenacted as follows:

25 **15-19-08. Distance education support and services.**

26 The amount of money appropriated by the legislative assembly for distance education
27 support and services for a biennium, or so much thereof as may be necessary, must be
28 expended first for work provided by distance education as determined by the center for distance
29 education and approved by the ~~state board for career and technical education~~superintendent of
public instruction.

30 **SECTION 6. AMENDMENT.** Section 15-20.1-03 of the North Dakota Century Code is
31 amended and reenacted as follows:

1 **15-20.1-03. Powers and duties of state board relating to career and technical**
2 **education.**

3 The state board shall have all authority necessary to cooperate with the United States
4 department of education or other department or agency of the United States of America in the
5 administration of acts of Congress relating to career and technical education, including the
6 following powers and duties:

- 7 1. To administer any legislation enacted by the legislative assembly of this state pursuant
8 to or in conformity with acts of Congress relating to career and technical education.
- 9 2. To administer the funds provided by the federal government and by this state for the
10 promotion of career and technical education and to contract with:
 - 11 a. Any public or private institution or agency, board of trustees of any agricultural
12 and training school, or school district of this state; or
 - 13 b. Any public or private institution or agency, or political subdivision, of another
14 state.
- 15 3. To formulate plans for the promotion of career and technical education in such
16 subjects as are an essential and integral part of the public school system of education
17 in this state.
- 18 4. To provide for the preparation of teachers.
- 19 5. To fix the compensation of such officers and assistants as may be necessary to
20 administer the federal acts and the provisions of this chapter relating to career and
21 technical education and to pay the same and other necessary expenses of
22 administration from any funds appropriated for such purpose.
- 23 6. To make studies and investigations relating to career and technical education.
- 24 7. To promote and aid in the establishment of schools, departments, or classes, and to
25 cooperate with local communities in the maintenance of career and technical
26 education schools, departments, or classes.
- 27 8. To prescribe the qualifications and provide for the certification of teachers, directors,
28 and supervisors.
- 29 9. To cooperate with governing bodies of school districts and with organizations and
30 communities in the maintenance of classes for the preparation of teachers, directors,
31 and supervisors of career and technical education, to maintain classes for such

1 purposes under its own direction and control, and to establish and control, by general
2 regulations, the qualifications to be possessed by persons engaged in the training of
3 career and technical education teachers.

4 10. To coordinate new and existing farm management programs offered by any state
5 agency or entity.

6 11. To create and expand marketing clubs as adjuncts to new and existing farm
7 management programs.

8 ~~12. To administer and supervise the program and all activities of the center for distance
9 education.~~

10 **SECTION 7. AMENDMENT.** Section 15.1-02-04 of the North Dakota Century Code is
11 amended and reenacted as follows:

12 **15.1-02-04. Superintendent of public instruction - Duties. (Effective through June 30,**
13 **2023)**

14 The superintendent of public instruction:

- 15 1. Shall supervise the provision of elementary and secondary education to the students
16 of this state.
- 17 2. Shall supervise the establishment and maintenance of schools and provide advice and
18 counsel regarding the welfare of the schools.
- 19 3. Shall supervise the development of course content standards.
- 20 4. Shall supervise the assessment of students.
- 21 5. Shall serve as an ex officio member of the board of university and school lands.
- 22 6. Shall keep a complete record of all official acts and appeals.
- 23 7. As appropriate, shall determine the outcome of appeals regarding education matters.
- 24 8. Shall direct school district annexation, reorganization, and dissolution and employ and
25 compensate personnel necessary to enable the state board of public school education
26 to carry out its powers and duties regarding school district annexation, reorganization,
27 and dissolution.
- 28 9. Shall facilitate a process to review and update annually the statewide prekindergarten
29 through grade twelve education strategic vision. The process must include input and
30 participation from a steering committee that includes representatives of all state-level
31 entities receiving state education funding and education stakeholder groups. Each

Sixty-eighth
Legislative Assembly

- 1 steering committee member entity receiving state education funds shall provide
2 components of the entity's strategic plan which are aligned to the statewide strategic
3 vision. The steering committee shall prepare a collaborative report of the strategic
4 plans of each committee member entity receiving state education funds. The
5 superintendent shall provide the collaborative report and any updates to the strategic
6 vision to the legislative management during each interim and to a joint meeting of the
7 education standing committees during each regular legislative session.
- 8 10. Shall administer a student loan forgiveness program for individuals teaching at grade
9 levels, in content areas, and in geographical locations identified as having a teacher
10 shortage or critical need.
- 11 11. Shall facilitate the development and implementation of a North Dakota learning
12 continuum in collaboration with the department of career and technical education,
13 upon the recommendation of the kindergarten through grade twelve education
14 coordination council.
- 15 12. Shall collaborate with workforce development stakeholders and the kindergarten
16 through grade twelve education coordination council to determine how best to
17 integrate computer science and cybersecurity into elementary, middle, and high school
18 curriculum under sections 15.1-21-01 and 15.1-21-02. Before September 1, 2022, the
19 superintendent shall provide a report to the legislative management regarding the
20 outcome of this collaboration.

~~21 13. Shall administer and supervise the program and all activities of the center for distance
22 education.~~

2321 Superintendent of public instruction - Duties. (Effective after June 30, 2023)

2422 The superintendent of public instruction:

- 2523 1. Shall supervise the provision of elementary and secondary education to the students
2624 of this state.
- 2725 2. Shall supervise the establishment and maintenance of schools and provide advice and
2826 counsel regarding the welfare of the schools.
- 2927 3. Shall supervise the development of course content standards.
- 3028 4. Shall supervise the assessment of students.
- 3129 5. Shall serve as an ex officio member of the board of university and school lands.

Sixty-eighth
Legislative Assembly

- 1 6. Shall keep a complete record of all official acts and appeals.
- 2 7. As appropriate, shall determine the outcome of appeals regarding education matters.
- 3 8. Shall direct school district annexation, reorganization, and dissolution and employ and
- 4 compensate personnel necessary to enable the state board of public school education
- 5 to carry out its powers and duties regarding school district annexation, reorganization,
- 6 and dissolution.
- 7 9. Shall facilitate a process to review and update annually the statewide prekindergarten
- 8 through grade twelve education strategic vision. The process must include input and
- 9 participation from a steering committee that includes representatives of all state-level
- 10 entities receiving state education funding and education stakeholder groups. Each
- 11 steering committee member entity receiving state education funds shall provide
- 12 components of the entity's strategic plan which are aligned to the statewide strategic
- 13 vision. The steering committee shall prepare a collaborative report of the strategic
- 14 plans of each committee member entity receiving state education funds. The
- 15 superintendent shall provide the collaborative report and any updates to the strategic
- 16 vision to the legislative management during each interim and to a joint meeting of the
- 17 education standing committees during each regular legislative session.
- 18 10. Shall facilitate the development and implementation of a North Dakota learning
- 19 continuum in collaboration with the department of career and technical education,
- 20 upon the recommendation of the kindergarten through grade twelve education
- 21 coordination council.
- 22 ~~11. Shall administer and supervise the program and all activities of the center for distance~~
- 2322 ~~education.~~



Testimony House Bill 1019 - Senate Appropriations - Human Resources Division

March 15, 2023

Chair Dever and members of the Senate Appropriations Human Resources Division, thank you for allowing North Dakota Center for Distance Education (CDE) the opportunity to provide an overview of our services, our work over the 21-23 biennium, and our plans and fiscal request as we move into 23-25. For the record, my name is Dr. Alyssa Martin. I am the new director of CDE. I served as the assistant vice president for Academic Affairs at the University of Mary for six years and the director of Policy Services for the North Dakota School Boards Association for ten years. I'm excited to return to K-12 education and work with the North Dakota legislature, senior and new lawmakers alike.

Recently, the CDE leadership team took advantage of what appears to be the calm after the storm created by the pandemic to reevaluate our role in North Dakota's increasingly expanding ecosystem of K-12 educational services and better define our commitment to our students. I'm pleased to announce that you are the first to see one outcome of that work—our revised mission statement. We have attempted to demonstrate our value-added benefit to the public, reflect our promise to our students, and articulate how we will execute these roles and their aspirational purpose. In sum, we aim not merely to support but to strengthen North Dakota's future through the delivery of virtual education—work intended to complement the education provided by LEAs. As a lifelong North Dakota native, nothing gives me more pride than working to fulfill this aspiration, daily.

In 1935, the year that this very building, the state capitol, was completed, North Dakotans found themselves at the height of the Great Depression, using every resource they could leverage to persevere, including relying on their children to help keep family farms operational. Recognizing the reality of the times, the legislature chose to open the Department of Correspondence Study to allow those students educational opportunities. The Department of Correspondence Study eventually became the North Dakota Center for Distance Education, and very recently, CDE once again served the state and its students during unprecedented times. As schools closed in response to the pandemic, many were uncertain about how to continue delivering high-quality education. Many districts quickly realized during the pandemic that building and delivering quality online education took extensive time and effort. Consequently, they relied on CDE because it had been working within, and enhancing, this delivery model for several years leading up to the onset of COVID-19.

CDE offers virtual education asynchronously, meaning that while our courses contain a semester's worth of content, students can begin and complete them at any time, based on their schedules and personal pacing needs. Our teachers receive training in online educational delivery—a modality that is very different than in-person instruction and requires constant communication and one-on-one coaching to help learners stay engaged.

CDE offers a full K-12 curriculum year-round, a diploma program, CTE courses, SmartLabs, hosting for online driver's education courses, and dual credit in partnership with Mayville State University. We are approved by DPI as a K-12 school and accredited by Cognia and NCAA. We offer well over 350 courses, the majority foundational in nature. The additional 45% of our courses are electives and career preparation courses in fields ranging from agriculture to technology. This variety of courses helps North Dakota students become Choice Ready.

A remarkable leadership team oversees the delivery of these services. I have provided you with an organizational chart including their titles, pictures, and responsibilities. Each of these talented individuals has served as part of the backbone of CDE, spearheading the day-to-day operations and many of them helping it evolve from a paper-based correspondence school to the online virtual academy that it is today.

CDE's enrollments undoubtedly peaked during the pandemic. On the screen, you'll see our fall enrollment trends from 2019 to the present. To give you a complete sense of the pandemic impact: in 2020-21, CDE had 11,354 enrollments, and in 2021-22, we had 10,948 enrollments. Throughout the 21-23 biennium, we project that we will have nearly 20,000 enrollments. With the return to our "new normal" in education across the state this year, CDE's enrollment is up over 20% from the 2018-19 school year.

At CDE, we report our numbers in enrollments, which often are duplicated headcounts. Let me quickly explain why. Besides our general fund appropriation, our revenue source is derived from tuition, and tuition is paid on a per course or a per enrollment basis rather than on a per pupil basis like a traditional school. Some learners come to us for one class; others take ten. Based on each enrollment, we determine the resources necessary to service a student's need, such as activating an adjunct to teach a course requested by one student or finding a teacher of record for an entire high school subject area while the LEA fills a vacancy. We base our biennial budget, teacher workloads, and curricular costs on enrollment rather than headcount.

While 70% of our budget is derived from the general fund, we also believe that it's essential for those using our services to pay a nominal fee to ensure buy-in and commitment to assist with student completion, which has resulted in an average completion rate of 82.4% over the past two years at the height of the pandemic. The dollars raised through tuition are placed in our special spending authority budget line and are predominantly used to cover the cost of paying our adjunct instructors. You'll see that for 21-23 to date, we have raised \$2.7 million of the \$4.5 million requested in special spending authority during the emergency session. We anticipate raising another \$500,000 in the next six months and have \$670,000 in carryover from the last biennium. We have been vigilantly monitoring our budget and will have the resources necessary to reach the end of this biennium with carryover anticipated. However, to meet our 23-25 budget needs, we will need to review this tuition schedule to determine the best way to balance educational access to CDE courses for all North Dakota students with our operational needs, likely increasing these rates across the board to raise the \$4.5 million in special spending authority that we're requesting.

Approximately three-quarters of our 23-25 budget will be used to pay employees. You'll see in my request that half of the money CDE will raise under its special spending authority will be used to increase our adjunct pay. While CDE has been fortunate to retain highly qualified adjunct teachers, its average adjunct pay is \$25.77 per hour. According to recent Bureau of Labor Statistics data, the average hourly wage for a combination of skilled and unskilled labor in Bismarck is \$26.00 per hour and \$25.52 in Fargo. CDE has high expectations for our adjuncts regarding onboarding, student response times, and subject matter expertise. These expectations are in addition to our adjuncts' day jobs. Most of them work in local school districts and for CDE during their spare time. We hope to raise our base adjunct wage to a minimum of \$27 per hour and \$30 per hour for those holding master's degrees to ensure we retain and show our deep respect for these phenomenal educators.

In general funds, CDE has requested an 8% increase. These dollars also will be directed to salaries to pay three additional FTEs. This is only an 8% increase despite our anticipated sustained enrollment growth of 20% into the new biennium. During the pandemic, CDE added a full K-5 curriculum and hired an FTT teacher and several adjuncts to support it. Ms. Emily Schaefer, though classified as a full-time, temporary employee, helped build our elementary curriculum in record time, continues to serve as our primary elementary teacher, and is assisting CDE in other remarkable ways, currently designing a course that will teach elementary students coding and app development. Though the pandemic has subsided, our elementary enrollment remains strong enough to support an FTE, and Emily deserves a permanent place with CDE.

Our second FTE will support our growth in high school enrollment while increasing the quality of online teaching overall. This position will teach full-time, with 300 enrollments per year plus committee and curricular work.

Our final FTE will be used to support our technology team. Our technology director plans to retire this year. He has been with our organization for 29 years, building several of our systems and shepherding CDE into the modern age. Unlike traditional bricks and mortar schools, the majority of CDE's infrastructure is technology-based, and John Struchynski has built an entire ecosystem, often performing the work of two or more employees in the process. John's position could easily be broken into a technology leadership role and a

business system analyst position, overseeing the technology that runs our online store, billing system, and enrollment process. I will consequently use the third position requested to divide Mr. Struchynski's job into two.

CDE's fiscal requests align with our goals for the 23-25 biennium. To increase course quality, CDE needs an educator dedicated to designing and delivering professional development to our teachers, especially in standards-based learning, since CDE aims to move its entire curriculum to this model. This change will also require a full-time, permanent elementary teacher. CDE has a long-term vision for its elementary program—to provide instructional support services to young students in LEAs who have experienced pandemic learning loss but this vision can only be realized with a FTE. CDE must also seek avenues to grow enrollment to help support the growth of the \$4.5 million it intends to raise, partially to cover adjunct pay. We see dual credit and expanding course offerings in areas that LEAs cannot fill, like languages and driver's education, as areas where we can easily grow with minimum investments. To support this growth, we recognize that our technology infrastructure must keep pace with our expansions in learning. As a result, our request for an additional technology position will help ensure that we have the leadership and daily management of our core infrastructure to help us progress into the future.

With your support of our fiscal request, our refined mission, and our long-term goals, CDE will be positioned to continue to meet the needs of schools and North Dakota students. With an exceptional team of employees and plans to enhance the quality of our services, CDE will also be prepared to help usher North Dakota through the educational challenges ahead. We thank the North Dakota legislature for its investment in the work of CDE, a legacy started in 1935. In keeping with our updated mission statement, we look forward to sharing with you how CDE will continue to play an integral role in strengthening North Dakota's future in the years ahead.

HB 1019
Chairman Dever
Senate Appropriations Committee – Human Resources Division
March 15th, 2023

Good afternoon. Chairman Dever and members of the Senate Appropriations Human Resources Division Committee, for the record, my name is Steven Holen and I am superintendent of schools for the McKenzie County Public School District #1 in Watford City and the forthcoming Bakken Area Skills Center. I am here to testify in support of HB 1019 and request consideration for expansion of financial support in specific areas within the current North Dakota Career and Technical Education Appropriations bill as outlined in HB 1019.

The need for support and expansion of career and technical education opportunities in North Dakota has been well articulated over the past several years and is clearly a focus of our state to promote current and future economic growth and opportunities for our K-12 students through CTE facilitated pathways. Workforce shortages in skilled areas is a major obstacle to overcome in continuing to grow and expand the resources available in the Bakken and Three Forks formations and the required supporting industries to maintain and expand those opportunities today and in the future. Investments in career and technical education and resources provide relatively quick returns on investment measured by growth in current and future workforce capacity through workforce ready pathways for our high school students. State investment in education and in particular, the Department of Career and Technical Education, can provide the sustainability and diversification that is critical to all areas of the state, both rural and urban. The investment in new career and technical centers in recent grant awards and fast tracking of HB 1199 aligns with the vision of investing in our future and the importance of growing our own workforce through CTE opportunities for students and enhancing our quality of life in North Dakota.

The Bakken Area Skills Center was a recipient of grant funds awarded by NDCTE for new CTE Centers through the legislative allocation and its mission is to address and increase opportunities for K-12 students, postsecondary, and adult learners through workforce related training and certifications. The BASC will include 15+ school districts, post-secondary institutions, and industry partners to address current and future workforce skills and pathways for students and general workforce needs as they quickly evolve over time. The components of HB 1019 that are critical to meeting these established goals are the new and expanding programs allocation and consideration of inflationary one-time costs/support for the new CTE Center construction projects.

The operational plans for new Centers include upstart costs and staffing requirements which are dependent on the state providing its reimbursements for such costs and allow the Centers to begin programming successfully. The expansion of programs and curriculum to all areas of the state is essential, however, requires an investment to ensure such programs can be sustained and allow for new programming and development as needed and warranted. A successful Center provides optimal flexibility to adjust to the

ever-changing workforce needs in a region and support from NDCTE to financially facilitate these new programs and costs is essential. The promoted collaborations with new CTE Centers, existing CTE/Virtual Centers, High-Tech Consortiums, and REAs are ongoing to increase efficiency and offerings for students; it is vital to have the financial support to facilitate this work and the ultimate benefit it will provide our students and communities. The ability to offer and expand new programs is important to meeting workforce readiness initiatives and will require additional funding as per provided in the current version of HB 1019. Any delays in providing trainings and certifications, at any levels, can have a significant impact on workforce readiness pursuits and ultimately the revenue generated to the state of North Dakota.

The inflationary costs associated with the new CTE Center construction projects is significant and may have an impact on the programming and volume of students to receive the workforce readiness curriculum envisioned in the regional Centers. The Bakken Area Skills Center project, for example, has experienced a budget increase of over \$3,000,000.00 to date and potentially further increases forthcoming through project completion. These inflationary factors may limit the capacity of the building and/or its offerings in requirements to stay within reasonable budgetary guidelines and the matching support of current stakeholders and partners. HB 1019 currently does not provide one-time funding to address these factors as was recommended by Director Sick for inclusion in the Governor's budget. Please consider an amendment to include at least the \$40 million initially recommended to address these factors and ensure the new CTE Centers are equipped to meet the purpose and intent of the funding provided to them by the ND Legislative Assembly.

Ongoing support for the Department of Career and Technical Education in its cost to continue as well as current staffing and availability for expansion as needed is essential. It is important to ensure financial support for NDCTE is sufficient to allow for continued growth and opportunities for students and communities through promoting student success and employability in the modern workforce.

Thank you for your support of HB 1019 and its importance to our school districts and communities impacted by career and technical education at the various levels. I would stand for any questions from the committee at this time.

March 15th, 2023

Chairman Dever and Members of the Senate Appropriations – Human Resources Division:

Good morning, your time in Bismarck is short with the duty of ensuring North Dakota's needs are met. One of the principal topics you will have to address is workforce needs for the state, and Career and Technical Education (CTE) serves as a vital component in the development of our state's workforce pipeline. CTE's mission is to provide students with career awareness, hands-on learning experiences, connections to post-secondary education, opportunities to obtain industry credentials, and alignment with industry in providing work-based learning opportunities. CTE has been and will remain a vital component of the educational system, providing career awareness and preparing learners to be Choice Ready and Life Ready. CTE is our states best resource to engage and retain our youth to fill our state's high demand careers.

As Director of the Southeast Region Career & Technology Center, I am providing written testimony in support of HB1019. Your vote backing this request is critical to the Department of Career and Technical Education. The support helps to sustain the current programming for career education, technical training, and workforce development. It also provides funds to support new and expanding programs. Over the past two years several requests for CTE funding have been approved without funding from the State CTE board. This is a concern, because of the added costs associated with running CTE programs, and the specialized teaching staff that are required to offer such programs. HB 1019 provides support for CTE's growth, and expands access to CTE for students across the state through area career centers for workforce development and retention of North Dakota students. Our CTE Center celebrates 50 years of connecting students to the workforce this year. We are a great example of how CTE centers operate, effectively, and efficiently provided cost effective on-site CTE opportunities to over 1900 students this past year in Southeast ND. We are able to provide our 14 member schools great CTE options. Career/Tech classes offered by SRCTC include Agriculture Education, Automotive Technology, Career Development and Counseling Services, Chef Training, Construction Technology, Cyber Security/Mobile Applications, Diesel Technology, Emergency Medical Technician Training, Marketing, Medical Science and Health Careers, Patient Care Technician, and Welding Technology. Today's workforce is changing exponentially faster than years past and our students need CTE. CTE provides students with core academic skills, job-specific technical skills, employability workplace values, career pathways, and career certifications. The ability to launch the work-based learning throughout the state is key to connecting students to employment.

In 2021, legislators saw the need to expand career & technical education and earmarked funds for the construction of area career and technology centers. This past year our center was one of several that were awarded Federal grants to broaden our offerings. These funds have yet to arrive, creating a stalemate on several projects. Yet we are moving forward doing what is in the best interest for our community and students with the funds we have, we will not be able to complete all our goals. Our original goal was to expand opportunities in Lisbon, build new construction / offerings in Hankinson, build new construction in Edgeley to be a hub to allow us as a center to fully meet our community and students needs. Original price tag for our projects was 5.9 million, with costs increasing daily due to inflation and supply chain demands our new projected budget is 9.4 million. Our member schools were excited about the grant and the opportunity to expand our facilities and reach areas with limited or no CTE options, but now with the delays we have experienced with the federal grant, our schools and NDCTE need support from ND legislators. I ask that you fully consider HB1019's original request and **amend to restore the one-time ask of \$40 million for the 13 projects to combat the inflation** we experienced. Overall HB1019 has the critical financial support to support, and expand the availability of CTE programs to students across the state. Specifically, an increased allocation of funding being requested to support the new and expanding programs of the approved CTE Centers, along with the cost to continue existing programs, and is paramount to the enhancement of CTE.

As a member of the 68th Legislative Assembly, you will have the opportunity to support CTE as an investment into meeting our state's workforce challenges. With 18,000 job openings in North Dakota, skilled labor shortages, and North Dakota's thriving innovative ecosystem, strengthening CTE will serve as your legacy for intentional, sustainable career education and workforce development.

I respectfully ask for your support of HB1019, with the additional funding amendment for inflation, this will support the goals and objectives of Career & Technical Education.

Respectfully Submitted,



Dan Spellerberg
CTE Director
Southeast Region Career & Technology Center



VISION

To be the leader in best practices of Career & Technical Education in North Dakota

MISSION

The Southeast Region Career & Technology Center will:

- ♦ *be a progressive leader in Career & Technical education recognized for outstanding customer service;*
- ♦ *deliver opportunities that maximize levels of achievement in an environment that motivates and excites students;*
- ♦ *develop leaders and outstanding citizens through participation in Career and Technical youth organizations; and*
- ♦ *maintain a positive climate for teaching and learning and cultivate a sense of fair play, hard work, and excellence.*

924 7th St S
Oakes ND 58474
701-742-3248 (Office)
701-742-3152 (Fax)

2101 9th St N
Wahpeton ND 58075
701-642-8701 (Office)
701-642-3811 (Fax)



**Southeast
Region
CAREER &
TECHNOLOGY CENTER**

MOTTO
*“Educational
 Opportunities
 Through
 Cooperation and
 Technology”*

ADMINISTRATION

Dan Spellerberg, Director-Wahpeton
Randal Brockman, Asst. Director-Oakes
Janel Sayler, Business Manager-Wahpeton
Jodi Smart, Admin. Asst.-Wahpeton
Eileen Vculek, Admin. Asst.-Oakes

AGRICULTURAL EDUCATION

Jeff Bjugstad-Lidgerwood
Tony Boehm-Richland 44
Austin Kelly-Oakes/Ellendale/Sgt. Ctl.
Anna Kemmer-Oakes
Angela Rost-Edgeley
Audra Montgomery-Lisbon
Breanna Pastir-Wahpeton
Cassidy Bishop-Lisbon
Desiree Severance-Wyndmere
Darin Spelhaug-Wahpeton
Cameron Young-Edgeley/Kulm
Tanner Zetocha-North Sargent

AUTOMOTIVE TECHNOLOGY

John Andrus-Oakes
Joe Weigel-Edgeley
NDCSCS Staff

CAREER GUIDANCE

Jodi Breker-Oakes
Daisy Canfield-Wahpeton
Sasha Heiken-Milnor
Haley Lutt-Fairmount & Wyndmere
Danielle Luebke-Hankinson
Ashley Michael-Campbell-Tintah
Alison Orgaard-Lidgerwood & Wyndmere

CONSTRUCTION TECHNOLOGY

Aaron Stone-Wahpeton

EMT/AEMT

Cary Wertz-Oakes

HEALTH SCIENCES

Lisa Keaveny-Wahpeton



**MARKETING / SPORTS MKTG. /
ENTREPRENEURSHIP/CYBER SECURITY/MOBILE APPLICATIONS**

Amber Johnson-Oakes



**RESTAURANT MANAGEMENT/
CULINARY ARTS**

Jerry Prante-Wahpeton
Anna Kemmer-Oakes

**PARTNER SCHOOL
 DISTRICTS:**
 Campbell-Tintah
 Edgeley
 Ellendale
 Fairmount
 Hankinson
 Lidgerwood
 Lisbon
 Milnor
 North Sargent
 Oakes
 Richland 44
 Sargent Central
 Wahpeton
 Wyndmere

BOARD OF DIRECTORS

Ginny Buck

Chairman

Wahpeton

Neil Planteen

Vice Chairman

Sargent Central

Dave Puetz

Wyndmere

Scott Thiel

Wahpeton

Mike Grefsrud

Fairmount

Matthew Asp

Hankinson

Sheila Nagel

Oakes

Tim Goettle

Campbell/Tintah

Scott Hendrickson

Richland 44

Sadie Siemieniewski

Lidgerwood

Mark Qual

Lisbon

Val Wagner

Ellendale

Kris Beck

North Sargent

Kate Mund

Milnor

Molly Leppert

Edgeley

QUICK FACTS

- North Dakota's first Career & Technology Center! (established 1973)
- Regional center with locations in Wahpeton and Oakes and via Satellite
- Serving 14 member schools—an area of nearly 4,000 sq. miles
- Total enrollment is 1713
- Serving students in grades 7-12 with an emphasis on grades 10-12
- North Dakota's largest Career and Technology Center in both enrollment & geographic size
- Technical support and leadership for the Greater Southeast ITV Consortium
- Technical support and leadership for the SE High Tech Consortium including 23 schools and over \$1,000,000 in shared emerging technology equipment
- Highest state scholarship attainment rates in North Dakota
- Career and Technical student organizations with nearly 100% of students as members of DECA, FCCLA, FFA, HOSA and SkillsUSA.

Developing Future Leaders!



Visit us at www.srctc.k12.nd.us or at www.facebook.com/ndsrrctc/?fref=ts

Department of Career and Technical Education - Budget No. 270
House Bill No. 1019
Base Level Funding Changes

Prepared for: 3/15/2023

| | Executive Budget Recommendation | | | | House Version | | | | House Changes to Executive Budget Increase (Decrease) - Executive Budget | | | |
|--|---------------------------------|--------------|--------------|--------------|---------------|--------------|--------------|--------------|---|----------------|---------------|----------------|
| | FTE Positions | General Fund | Other Funds | Total | FTE Positions | General Fund | Other Funds | Total | FTE Positions | General Fund | Other Funds | Total |
| 2023-25 Biennium Base Level | 50.30 | \$41,735,063 | \$15,019,817 | \$56,754,880 | 50.30 | \$41,735,063 | \$15,019,817 | \$56,754,880 | 0.00 | \$0 | \$0 | \$0 |
| 2023-25 Ongoing Funding Changes | | | | | | | | | | | | |
| Adds funding for the cost to continue salary increases | | \$79,132 | \$156 | \$79,288 | | \$66,032 | \$156 | \$66,188 | | (\$13,100) | | (\$13,100) |
| Salary increase | | 689,963 | 43,631 | 733,594 | | 224,706 | 32,667 | 257,373 | | (465,257) | (\$10,964) | (476,221) |
| Health insurance increase | | 252,288 | 15,174 | 267,462 | | 92,842 | 15,523 | 108,365 | | (159,446) | 349 | (159,097) |
| Reduces federal funding for salaries due to staff retirements | | | (28,764) | (28,764) | | | (28,764) | (28,764) | | | | 0 |
| Adds funding for FTE program supervisor positions | 2.00 | 394,874 | | 394,874 | 2.00 | 394,874 | | 394,874 | | | | 0 |
| Adds funding for a new Capitol space rent model | | 179,897 | | 179,897 | | 179,897 | | 179,897 | | | | 0 |
| Adds federal funding for the RUPReady career resource network | | | 500,000 | 500,000 | | | 500,000 | 500,000 | | | | 0 |
| Adds federal funding for secondary school grants | | | 2,000,000 | 2,000,000 | | | 2,000,000 | 2,000,000 | | | | 0 |
| Adds funding for 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 | | 10,000,000 | | 10,000,000 | | 8,000,000 | | 8,000,000 | | (2,000,000) | | (2,000,000) |
| Adds funding for grants for school district career advisors | | 3,000,000 | | 3,000,000 | | 500,000 | | 500,000 | | (2,500,000) | | (2,500,000) |
| Adds funding for grants to schools for work-based learning coordinators | | 3,000,000 | | 3,000,000 | | 1,500,000 | | 1,500,000 | | (1,500,000) | | (1,500,000) |
| Adds funding for emerging technology grants | | | | 0 | | 200,000 | | 200,000 | | 200,000 | | 200,000 |
| Adds funding for an FTE CDE teacher position | 1.00 | 176,554 | | 176,554 | | | | 0 | (1.00) | (176,554) | | (176,554) |
| Adds funding for CDE teacher salaries and operating expenses | | | 1,500,000 | 1,500,000 | | | | 0 | | | (1,500,000) | (1,500,000) |
| Removes funding for CDE | | | | 0 | (28.80) | (6,411,254) | (3,050,000) | (9,461,254) | (28.80) | (6,411,254) | (3,050,000) | (9,461,254) |
| Total ongoing funding changes | 3.00 | \$21,772,708 | \$4,030,197 | \$25,802,905 | (26.80) | \$8,747,097 | (\$530,418) | \$8,216,679 | (29.80) | (\$13,025,611) | (\$4,560,615) | (\$17,586,226) |
| One-Time Funding Items | | | | \$0 | | | | \$0 | | | | \$0 |
| 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 | 3.00 | \$21,772,708 | \$4,030,197 | \$25,802,905 | (26.80) | \$8,747,097 | (\$530,418) | \$8,216,679 | (29.80) | (\$13,025,611) | (\$4,560,615) | (\$17,586,226) |
| 2023-25 Total Funding | 53.30 | \$63,507,771 | \$19,050,014 | \$82,557,785 | 23.50 | \$50,482,160 | \$14,489,399 | \$64,971,559 | (29.80) | (\$13,025,611) | (\$4,560,615) | (\$17,586,226) |
| <i>Federal funds included in other funds</i> | | | \$14,345,040 | | | | \$14,334,425 | | | | (\$10,615) | |
| <i>Total ongoing changes as a percentage of base level</i> | 6.0% | 52.2% | 26.8% | 45.5% | (53.3%) | 21.0% | (3.5%) | 14.5% | | | | |
| <i>Total changes as a percentage of base level</i> | 6.0% | 52.2% | 26.8% | 45.5% | (53.3%) | 21.0% | (3.5%) | 14.5% | | | | |

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

Transfer of the Center for Distance Education

Exemption - State Fiscal Recovery Fund

Executive Budget Recommendation

Section 4 would provide the Department of Career and Technical Education an exemption to continue \$68,276,228 from the Coronavirus Capital Projects Fund and \$20,000,000 from the federal State Fiscal Recovery Fund appropriated during the November 2021 special legislative session into the 2023-25 biennium.

House Version

Sections 3 through 9 provide the statutory changes necessary to transfer supervisory authority of CDE from the Department of Career and Technical Education to the Department of Public Instruction.

Section 10 provides the Department of Career and Technical Education an exemption to continue \$20 million from the federal State Fiscal Recovery Fund appropriated during the November 2021 special legislative session into the 2023-25 biennium.

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

Executive Budget Recommendation

House Version

Bank of North Dakota line of credit

Section 2 would require the Bank of North Dakota to extend a \$108,276,228 line of credit to the Department of Career and Technical Education to provide funding to local communities for the construction of career centers. The department would be required to repay the line of credit from funding appropriated from the federal Coronavirus Capital Projects Fund (\$68,276,228) and funding made available by the 2025 Legislative Assembly through a deficiency appropriation (\$40,000,000). Section 5 would declare Section 2 an emergency measure.

Line item transfers

Section 3 would allow the Director of the Office of Management and Budget to transfer funds between line items in Section 1 as requested by the Director of the Department of Career and Technical Education.

Department of Career and Technical Education - Budget No. 270
House Bill No. 1019
Base Level Funding Changes

Prepared for: 4/5/2023

| | House Version | | | | Senate Version | | | | Senate Changes to House Version Increase (Decrease) - House Version | | | |
|--|---------------|--------------|--------------|--------------|----------------|--------------|--------------|--------------|--|-------------|--------------|--------------|
| | FTE | General | Other | Total | FTE | General | Other | Total | FTE | General | Other | Total |
| | Positions | Fund | Funds | | Positions | Fund | Funds | | Positions | Fund | Funds | |
| 2023-25 Biennium Base Level | 50.30 | \$41,735,063 | \$15,019,817 | \$56,754,880 | 50.30 | \$41,735,063 | \$15,019,817 | \$56,754,880 | 0.00 | \$0 | \$0 | \$0 |
| 2023-25 Ongoing Funding Changes | | | | | | | | | | | | |
| Adds funding for the cost to continue salary increases | | \$66,032 | \$156 | \$66,188 | | \$66,032 | \$156 | \$66,188 | | | | \$0 |
| Salary increase | | 224,706 | 32,667 | 257,373 | | 286,902 | 43,631 | 330,533 | | \$62,196 | \$10,964 | 73,160 |
| Health insurance increase | | 92,842 | 15,523 | 108,365 | | 82,556 | 15,174 | 97,730 | | (10,286) | (349) | (10,635) |
| Reduces federal funding for salaries due to staff retirements | | | (28,764) | (28,764) | | | (28,764) | (28,764) | | | | 0 |
| Adds funding for FTE program supervisor positions | 2.00 | 394,874 | | 394,874 | 0.00 | 0 | | 0 | (2.00) | (394,874) | | (394,874) |
| Removes salary funding for funding pool | | | | 0 | | (129,958) | (18,894) | (148,852) | | (129,958) | (18,894) | (148,852) |
| Adds funding for a new Capitol space rent model | | 179,897 | | 179,897 | | 179,897 | | 179,897 | | | | 0 |
| Adds federal funding for the RUReady career resource network | | | 500,000 | 500,000 | | | 500,000 | 500,000 | | | | 0 |
| Adds federal funding for secondary school grants | | | 2,000,000 | 2,000,000 | | | 2,000,000 | 2,000,000 | | | | 0 |
| Adds funding for 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 | | 8,000,000 | | 8,000,000 | | 12,000,000 | | 12,000,000 | | 4,000,000 | | 4,000,000 |
| Adds funding for grants for school district career advisors | | 500,000 | | 500,000 | | 0 | | 0 | | (500,000) | | (500,000) |
| Adds funding for grants to schools for work-based learning coordinators | | 1,500,000 | | 1,500,000 | | 2,000,000 | | 2,000,000 | | 500,000 | | 500,000 |
| Adds funding for emerging technology grants | | 200,000 | | 200,000 | | 200,000 | | 200,000 | | | | 0 |
| Removes funding for CDE | (28.80) | (6,411,254) | (3,050,000) | (9,461,254) | (28.80) | (6,411,254) | (3,050,000) | (9,461,254) | | | | 0 |
| Adds funding for workforce training grants | | | | 0 | | 500,000 | | 500,000 | | 500,000 | | 500,000 |
| Total ongoing funding changes | (26.80) | \$8,747,097 | (\$530,418) | \$8,216,679 | (28.80) | \$12,774,175 | (\$538,697) | \$12,235,478 | (2.00) | \$4,027,078 | (\$8,279) | \$4,018,799 |
| One-Time Funding Items | | | | | | | | | | | | |
| Adds funding for career academy inflationary costs for all projects | | | | \$0 | | | \$17,655,246 | \$17,655,246 | | | \$17,655,246 | 17,655,246 |
| Adds funding for a career academy inflationary cost pool | | | | 0 | | | 8,827,623 | 8,827,623 | | | 8,827,623 | 8,827,623 |
| Total one-time funding changes | 0.00 | \$0 | \$0 | \$0 | 0.00 | \$0 | \$26,482,869 | \$26,482,869 | 0.00 | \$0 | \$26,482,869 | \$26,482,869 |
| Total Changes to Base Level Funding | (26.80) | \$8,747,097 | (\$530,418) | \$8,216,679 | (28.80) | \$12,774,175 | \$25,944,172 | \$38,718,347 | (2.00) | \$4,027,078 | \$26,474,590 | \$30,501,668 |
| 2023-25 Total Funding | 23.50 | \$50,482,160 | \$14,489,399 | \$64,971,559 | 21.50 | \$54,509,238 | \$40,963,989 | \$95,473,227 | (2.00) | \$4,027,078 | \$26,474,590 | \$30,501,668 |
| <i>Federal funds included in other funds</i> | | | \$14,334,425 | | | | \$14,326,146 | | | | (\$8,279) | |
| <i>Total ongoing changes as a percentage of base level</i> | (53.3%) | 21.0% | (3.5%) | 14.5% | (57.3%) | 30.6% | (3.6%) | 21.6% | | | | |
| <i>Total changes as a percentage of base level</i> | (53.3%) | 21.0% | (3.5%) | 14.5% | (57.3%) | 30.6% | 172.7% | 68.2% | | | | |

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

| | House Version | Senate Version |
|---|--|----------------|
| Transfer of the Center for Distance Education | Sections 3 through 9 provide the statutory changes necessary to transfer supervisory authority of CDE from the Department of Career and Technical Education to the Department of Public Instruction. | |

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

House Version

Senate Version

Estimated income - Strategic investment and improvements fund - Career academy inflationary costs - Matching funds requirement - Legislative Management report

Section 3 identifies \$26,482,869 from the strategic investment and improvements fund for career academy inflationary costs during the 2023-25 biennium. Funding identified in this section may be provided by the department only to the extent matching funds from nonstate sources are secured on a dollar-for-dollar basis. Of this amount, \$17,655,246 is to be provided proportionally to existing career academy projects under the statewide area career center initiative grant program based on funding allocations provided to each project during the 2021-23 biennium. The remaining \$8,827,623 is to be provided by the department to existing career academy projects based on actual inflationary costs incurred for each project. If actual inflationary costs exceed funding available, the department shall award funding based on need and merit of the project. During the 2023-24 interim, the department is required to provide a report to the Legislative Management regarding the amount of inflationary funding provided for each project and the construction status of each project. The department is required to provide an updated report to the 69th Legislative Assembly.

Exemption - State Fiscal Recovery Fund

Section 10 provides the Department of Career and Technical Education an exemption to continue \$20 million from the federal State Fiscal Recovery Fund appropriated during the November 2021 special legislative session for the statewide area career center initiative grant program into the 2023-25 biennium.

Section 4 provides the Department of Career and Technical Education an exemption to continue \$20 million from the federal State Fiscal Recovery Fund appropriated during the November 2021 special legislative session for the statewide area career center initiative grant program into the 2023-25 biennium.

Exemption - Career academy redistributed funding

Section 5 provides the Department of Career and Technical Education an exemption that if funding is returned for a previously approved career academy project, the department is authorized to redistribute the funding to other existing career academy projects during the 2023-25 biennium.

Bank of North Dakota line of credit

Line item transfers

23.0248.02002
Title.

Prepared by the Legislative Council staff for
the Senate Appropriations - Human Resources
Division Committee

Fiscal No. 2

April 6, 2023

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1019

Page 1, line 2, remove "to amend and reenact sections 15-19-00.1, 15-19-01, 15-19-02,"

Page 1, remove line 3

Page 1, line 4, remove "the administration of the center for distance education; and"

Page 1, line 4, after "exemption" insert "; and to provide for a report"

Page 1, replace line 14 with:

| | | | |
|---------------------|-------------|-----------|--------------|
| "Salaries and wages | \$4,643,906 | \$316,835 | \$4,960,741" |
|---------------------|-------------|-----------|--------------|

Page 1, replace line 17 with:

| | | | |
|---------------------|------------|------------|-------------|
| "Grants - secondary | 26,837,780 | 18,200,000 | 45,037,780" |
|---------------------|------------|------------|-------------|

Page 1, replace line 22 with:

| | | | |
|---------------------|-----------|---------|------------|
| "Workforce training | 2,000,000 | 500,000 | 2,500,000" |
|---------------------|-----------|---------|------------|

Page 1, remove line 24

Page 2, replace lines 1 through 3 with:

| | | | |
|--|-------------------|-------------------|-------------------|
| "Statewide area career center initiative grant program | 0 | 26,500,000 | 26,500,000 |
| Total all funds | \$56,754,880 | \$38,735,478 | \$95,490,358 |
| Less estimated income | <u>15,019,817</u> | <u>25,961,303</u> | <u>40,981,120</u> |
| Total general fund | \$41,735,063 | \$12,774,175 | \$54,509,238 |
| Full-time equivalent positions | 50.30 | (28.80) | 21.50" |

Page 2, line 4, after "FUNDING" insert "- EFFECT ON BASE BUDGET - REPORT TO SIXTY-NINTH LEGISLATIVE ASSEMBLY"

Page 2, line 5, after "biennium" insert "and the one-time funding items included in the appropriation in section 1 of this Act"

Page 2, replace lines 7 through 10 with:

| | | |
|--|---------------------|---------------------|
| "Statewide area career center initiative grant program | <u>\$88,276,228</u> | <u>\$26,500,000</u> |
| Total other funds | \$88,276,228 | \$26,500,000 |

The 2023 25 biennium one-time funding amounts are not part of the entity's base budget for the 2025-27 biennium. The department of career and technical education shall report to the appropriations committees of the sixty-ninth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 2, remove lines 11 through 31

Page 3, remove lines 1 through 31

Page 4, remove lines 1 through 30

Page 5, remove lines 1 through 30

Page 6, remove lines 1 through 31

Page 7, remove lines 1 through 30

Page 8, replace lines 1 through 21 with:

"SECTION 3. ESTIMATED INCOME - FEDERAL CORONAVIRUS CAPITAL PROJECTS FUND - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - MATCHING FUNDS REQUIREMENT - LEGISLATIVE MANAGEMENT REPORT. The estimated income line item in section 1 of this Act includes the sum of \$26,500,000 from the federal coronavirus capital projects fund for the purpose of defraying inflationary costs of existing projects approved under the statewide area career center initiative grant program during the 2021-23 biennium. The department of career and technical education may spend the funds identified in this section only to the extent the organization has secured matching funds from nonstate sources on a dollar-for-dollar basis. The department of career and technical education must distribute the funding to existing career academy projects proportionally based on funding allocations provided to each project during the 2021-23 biennium. If funding approved in this section is provided for a career academy project and the funding becomes uncommitted during the 2023-25 biennium, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025. The department of career and technical education shall report to the legislative management during the 2023-24 interim and to the appropriations committees of the sixty-ninth legislative assembly regarding the amount of inflationary funding provided for each project and the construction status of each project."

Page 8, line 25, after "2021" insert "Special Session"

Page 8, after line 26, insert:

"SECTION 5. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - UNCOMMITTED FUNDS. Notwithstanding section 1 of chapter 548 of the 2021 Special Session Session Laws, if funding approved for a career academy project under the statewide area career center initiative grant program becomes uncommitted after December 31, 2022, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025."

SECTION 6. 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

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1019 - Dept. of Career and Technical Education - Senate Action

| | Base Budget | House Version | Senate Changes | Senate Version |
|-------------------------------------|---------------------|---------------------|---------------------|---------------------|
| Salaries and wages | \$4,643,906 | \$5,441,942 | (\$481,201) | \$4,960,741 |
| Operating expenses | 2,198,453 | 2,878,350 | | 2,878,350 |
| Grants | 9,507,349 | 11,507,349 | | 11,507,349 |
| Grants - secondary | 26,837,780 | 41,037,780 | 4,000,000 | 45,037,780 |
| Marketplace for kids | 300,000 | 300,000 | | 300,000 |
| STEM initiative | 100,000 | 100,000 | | 100,000 |
| Adult farm management | 1,706,138 | 1,706,138 | | 1,706,138 |
| Workforce training | 2,000,000 | 2,000,000 | 500,000 | 2,500,000 |
| Center for distance education | 9,461,254 | | | |
| Statewide area career center grants | | | 26,500,000 | 26,500,000 |
| Total all funds | \$56,754,880 | \$64,971,559 | \$30,518,799 | \$95,490,358 |
| Less estimated income | 15,019,817 | 14,489,399 | 26,491,721 | 40,981,120 |
| General fund | \$41,735,063 | \$50,482,160 | \$4,027,078 | \$54,509,238 |
| FTE | 50.30 | 23.50 | (2.00) | 21.50 |

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

| | Adjusts Funding for Salary and Benefit Increases ¹ | Removes FTE Positions ² | Removes Salary Funding for Funding Pool ³ | Adds Funding for New and Expanding Secondary Programs ⁴ | Adjusts Funding for Career Advisors and Coordinators ⁵ | Adds Funding for Workforce Training Grants ⁶ |
|-------------------------------------|---|------------------------------------|--|--|---|---|
| Salaries and wages | \$62,525 | (\$394,874) | (\$148,852) | | | |
| Operating expenses | | | | | | |
| Grants | | | | | | |
| Grants - secondary | | | | \$4,000,000 | | |
| Marketplace for kids | | | | | | |
| STEM initiative | | | | | | |
| Adult farm management | | | | | | |
| Workforce training | | | | | | \$500,000 |
| Center for distance education | | | | | | |
| Statewide area career center grants | | | | | | |
| Total all funds | \$62,525 | (\$394,874) | (\$148,852) | \$4,000,000 | \$0 | \$500,000 |
| Less estimated income | 10,615 | 0 | (18,894) | 0 | 0 | 0 |
| General fund | \$51,910 | (\$394,874) | (\$129,958) | \$4,000,000 | \$0 | \$500,000 |
| FTE | 0.00 | (2.00) | 0.00 | 0.00 | 0.00 | 0.00 |

| | Adds One-Time Funding for Career Academies ² | Total Senate Changes |
|---|---|----------------------|
| Salaries and wages | | (\$481,201) |
| Operating expenses | | |
| Grants | | |
| Grants - secondary Marketplace for kids STEM initiative | | 4,000,000 |
| Adult farm management | | |
| Workforce training | | 500,000 |
| Center for distance education | | |
| Statewide area career center grants | \$26,500,000 | 26,500,000 |
| | | |
| Total all funds | \$26,500,000 | \$30,518,799 |
| Less estimated income | 26,500,000 | 26,491,721 |
| General fund | \$0 | \$4,027,078 |
| FTE | 0.00 | (2.00) |

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

| | General Fund | Other Funds | Total |
|---------------------------|--------------|-------------|----------|
| Salary increase | \$62,196 | \$10,964 | \$73,160 |
| Health insurance increase | (10,286) | (349) | (10,635) |
| Total | \$51,910 | \$10,615 | \$62,525 |

The House provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding of \$394,874 from the general fund for 2 FTE program supervisor positions that were added by the House are removed by the Senate.

³ Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

| | General Fund | Other Funds | Total |
|----------------------|--------------|-------------|-------------|
| New FTE positions | \$0 | \$0 | \$0 |
| Vacant FTE positions | (129,958) | (18,894) | (148,852) |
| Total | (\$129,958) | (\$18,894) | (\$148,852) |

⁴ Funding of \$4 million is added for new and expanding secondary career and technical education programs to provide a total of \$12 million from the general fund. The House added \$8 million from the general fund.

⁵ Funding from the general fund is adjusted by removing \$500,000 for grants for school district career advisors and adding \$500,000 for grants to schools for work-based learning coordinators to provide a total of \$2,000,000 from the general fund for work-based learning coordinators. The House added \$500,000 from the general fund for grants for school district career advisors and \$1,500,000 from the general fund for work-based learning coordinators.

⁶ Funding is added for workforce training grants to provide a total of \$2.5 million from the general fund. The House did not add funding for this program.

⁷ One-time funding of \$26.5 million is added from the federal Coronavirus Capital Projects Fund for career academy inflationary costs under the statewide area career center initiative grant program. The House did not add funding for this purpose.

This amendment also:

- Removes seven sections added by the House to transfer supervisory authority of the Center for Distance Education from the Department of Career and Technical Education to the Department of Public Instruction. Statutory changes necessary to authorize this change are provided in Senate Bill No. 2269.
- Adds a section to identify \$26.5 million from the federal Coronavirus Capital Projects Fund for career academy

inflationary costs during the 2023-25 biennium. Funding identified in this section may be provided by the department only to the extent matching funds from nonstate sources are secured on a dollar-for-dollar basis. The funding is to be provided proportionally to existing career academy projects under the statewide area career center initiative grant program based on funding allocations provided to each project during the 2021-23 biennium. During the 2023-24 interim, the department is required to provide a report to the Legislative Management regarding the amount of inflationary funding provided to each project to date, expected funding to be provided to each project for the remainder of the biennium, and the construction status of each project. The department is required to provide an updated report to the 69th Legislative Assembly.

- Adds a section to provide the Department of Career and Technical Education an exemption that if funding is returned for a previously approved career academy project, the department is authorized to redistribute the funding to other existing career academy projects during the 2023-25 biennium.
- Adds a section providing that of the \$2.5 million from the general fund in the workforce training line item, the Department of Career and Technical Education distribute \$500,000 to eligible workforce training organizations for the purpose of defraying salaries and wages expenses of the organization's employees.

23.0248.02003
Title.03000
Fiscal No. 3

Prepared by the Legislative Council staff for
the Senate Appropriations Committee
April 7, 2023

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1019

Page 1, line 2, remove "to amend and reenact sections 15-19-00.1, 15-19-01, 15-19-02,"

Page 1, remove line 3

Page 1, line 4, remove "the administration of the center for distance education; and"

Page 1, line 4, after "exemption" insert "; and to provide for a report"

Page 1, replace line 14 with:

| | | | |
|---------------------|-------------|-----------|--------------|
| "Salaries and wages | \$4,643,906 | \$316,835 | \$4,960,741" |
|---------------------|-------------|-----------|--------------|

Page 1, replace line 17 with:

| | | | |
|---------------------|------------|------------|-------------|
| "Grants - secondary | 26,837,780 | 18,200,000 | 45,037,780" |
|---------------------|------------|------------|-------------|

Page 1, replace line 22 with:

| | | | |
|---------------------|-----------|---------|------------|
| "Workforce training | 2,000,000 | 500,000 | 2,500,000" |
|---------------------|-----------|---------|------------|

Page 1, remove line 24

Page 2, replace lines 1 through 3 with:

| | | | |
|--|-------------------|-------------------|-------------------|
| "Statewide area career center initiative grant program | <u>0</u> | <u>26,500,000</u> | <u>26,500,000</u> |
| Total all funds | \$56,754,880 | \$38,735,478 | \$95,490,358 |
| Less estimated income | <u>15,019,817</u> | <u>25,961,303</u> | <u>40,981,120</u> |
| Total general fund | \$41,735,063 | \$12,774,175 | \$54,509,238 |
| Full-time equivalent positions | 50.30 | (28.80) | 21.50" |

Page 2, line 4, after "FUNDING" insert "- EFFECT ON BASE BUDGET - REPORT TO SIXTY-NINTH LEGISLATIVE ASSEMBLY"

Page 2, line 5, after "biennium" insert "and the one-time funding items included in the appropriation in section 1 of this Act"

Page 2, replace lines 7 through 10 with:

| | | |
|--|---------------------|---------------------|
| "Statewide area career center initiative grant program | <u>\$88,276,228</u> | <u>\$26,500,000</u> |
| Total other funds | \$88,276,228 | \$26,500,000 |

The 2023 25 biennium one-time funding amounts are not part of the entity's base budget for the 2025-27 biennium. The department of career and technical education shall report to the appropriations committees of the sixty-ninth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 2, remove lines 11 through 31

Page 3, remove lines 1 through 31

Page 4, remove lines 1 through 30

Page 5, remove lines 1 through 30

Page 6, remove lines 1 through 31

Page 7, remove lines 1 through 30

Page 8, replace lines 1 through 21 with:

"SECTION 3. ESTIMATED INCOME - FEDERAL CORONAVIRUS CAPITAL PROJECTS FUND - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - LEGISLATIVE MANAGEMENT REPORT. The estimated income line item in section 1 of this Act includes the sum of \$26,500,000 from the federal coronavirus capital projects fund for the purpose of defraying inflationary costs of existing projects approved under the statewide area career center initiative grant program during the 2021-23 biennium. The department of career and technical education must distribute the funding to existing career academy projects proportionally based on funding allocations provided to each project during the 2021-23 biennium. If funding approved in this section is provided for a career academy project and the funding becomes uncommitted during the 2023-25 biennium, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025. The department of career and technical education shall report to the legislative management during the 2023-24 interim and to the appropriations committees of the sixty-ninth legislative assembly regarding the amount of inflationary funding provided for each project and the construction status of each project."

Page 8, line 25, after "2021" insert "Special Session"

Page 8, after line 26, insert:

"SECTION 5. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - UNCOMMITTED FUNDS. Notwithstanding section 1 of chapter 548 of the 2021 Special Session Session Laws, if funding approved for a career academy project under the statewide area career center initiative grant program becomes uncommitted after December 31, 2022, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025."

SECTION 6. 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 |

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1019 - Dept. of Career and Technical Education - Senate Action

| | Base Budget | House Version | Senate Changes | Senate Version |
|-------------------------------------|---------------------|---------------------|---------------------|---------------------|
| Salaries and wages | \$4,643,906 | \$5,441,942 | (\$481,201) | \$4,960,741 |
| Operating expenses | 2,198,453 | 2,878,350 | | 2,878,350 |
| Grants | 9,507,349 | 11,507,349 | | 11,507,349 |
| Grants - secondary | 26,837,780 | 41,037,780 | 4,000,000 | 45,037,780 |
| Marketplace for kids | 300,000 | 300,000 | | 300,000 |
| STEM initiative | 100,000 | 100,000 | | 100,000 |
| Adult farm management | 1,706,138 | 1,706,138 | | 1,706,138 |
| Workforce training | 2,000,000 | 2,000,000 | 500,000 | 2,500,000 |
| Center for distance education | 9,461,254 | | | |
| Statewide area career center grants | | | 26,500,000 | 26,500,000 |
| Total all funds | \$56,754,880 | \$64,971,559 | \$30,518,799 | \$95,490,358 |
| Less estimated income | 15,019,817 | 14,489,399 | 26,491,721 | 40,981,120 |
| General fund | \$41,735,063 | \$50,482,160 | \$4,027,078 | \$54,509,238 |
| FTE | 50.30 | 23.50 | (2.00) | 21.50 |

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

| | Adjusts Funding for Salary and Benefit Increases ¹ | Removes FTE Positions ² | Removes Salary Funding for Funding Pool ³ | Adds Funding for New and Expanding Secondary Programs ⁴ | Adjusts Funding for Career Advisors and Coordinators ⁵ | Adds Funding for Workforce Training Grants ⁶ |
|-------------------------------------|---|------------------------------------|--|--|---|---|
| Salaries and wages | \$62,525 | (\$394,874) | (\$148,852) | | | |
| Operating expenses | | | | | | |
| Grants | | | | | | |
| Grants - secondary | | | | \$4,000,000 | | |
| Marketplace for kids | | | | | | |
| STEM initiative | | | | | | |
| Adult farm management | | | | | | |
| Workforce training | | | | | | \$500,000 |
| Center for distance education | | | | | | |
| Statewide area career center grants | | | | | | |
| Total all funds | \$62,525 | (\$394,874) | (\$148,852) | \$4,000,000 | \$0 | \$500,000 |
| Less estimated income | 10,615 | 0 | (18,894) | 0 | 0 | 0 |
| General fund | \$51,910 | (\$394,874) | (\$129,958) | \$4,000,000 | \$0 | \$500,000 |
| FTE | 0.00 | (2.00) | 0.00 | 0.00 | 0.00 | 0.00 |

| | Adds One-Time Funding for Career Academies ⁷ | Total Senate Changes |
|-------------------------------------|---|----------------------|
| Salaries and wages | | (\$481,201) |
| Operating expenses | | |
| Grants | | |
| Grants - secondary | | 4,000,000 |
| Marketplace for kids | | |
| STEM initiative | | |
| Adult farm management | | |
| Workforce training | | 500,000 |
| Center for distance education | | |
| Statewide area career center grants | \$26,500,000 | 26,500,000 |
| Total all funds | \$26,500,000 | \$30,518,799 |
| Less estimated income | 26,500,000 | 26,491,721 |
| General fund | \$0 | \$4,027,078 |
| FTE | 0.00 | (2.00) |

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

| | <u>General Fund</u> | <u>Other Funds</u> | <u>Total</u> |
|---------------------------|-------------------------|------------------------|-----------------|
| Salary increase | \$62,196 | \$10,964 | \$73,160 |
| Health insurance increase | <u>(10,286)</u> | <u>(349)</u> | <u>(10,635)</u> |
| Total | \$51,910 | \$10,615 | \$62,525 |

The House provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding of \$394,874 from the general fund for 2 FTE program supervisor positions that were added by the House are removed by the Senate.

³ Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

| | <u>General Fund</u> | <u>Other Funds</u> | <u>Total</u> |
|----------------------|-------------------------|------------------------|------------------|
| New FTE positions | \$0 | \$0 | \$0 |
| Vacant FTE positions | <u>(129,958)</u> | <u>(18,894)</u> | <u>(148,852)</u> |
| Total | (\$129,958) | (\$18,894) | (\$148,852) |

⁴ Funding of \$4 million is added for new and expanding secondary career and technical education programs to provide a total of \$12 million from the general fund. The House added \$8 million from the general fund.

⁵ Funding from the general fund is adjusted by removing \$500,000 for grants for school district career advisors and adding \$500,000 for grants to schools for work-based learning coordinators to provide a total of \$2,000,000 from the general fund for work-based learning coordinators. The House added \$500,000 from the general fund for grants for school district career advisors and \$1,500,000 from the general fund for work-based learning coordinators.

⁶ Funding is added for workforce training grants to provide a total of \$2.5 million from the general fund. The House did not add funding for this program.

⁷ One-time funding of \$26.5 million is added from the federal Coronavirus Capital Projects Fund for career academy inflationary costs under the statewide area career center initiative grant program. The House did not add funding for this purpose.

This amendment also:

- Removes seven sections added by the House to transfer supervisory authority of the Center for Distance Education from the Department of Career and Technical Education to the Department of Public Instruction. Statutory changes necessary to authorize this change are provided in Senate Bill No. 2269.
- Adds a section to identify \$26.5 million from the federal Coronavirus Capital Projects Fund for career academy inflationary costs during the 2023-25 biennium. The funding is to be provided proportionally to existing career academy projects under the statewide area career center initiative grant program based on funding allocations provided to each project during the 2021-23 biennium. During the 2023-24 interim, the department is required to provide a report to the Legislative Management regarding the amount of inflationary funding provided to each project to date, expected funding to be provided to each project for the remainder of the biennium, and the construction status of each project. The department is required to provide an updated report to the 69th Legislative Assembly.
- Adds a section to provide the Department of Career and Technical Education an exemption that if funding is returned for a previously approved career academy project, the department is authorized to redistribute the funding to other existing career academy projects during the 2023-25 biennium.
- Adds a section providing that of the \$2.5 million from the general fund in the workforce training line item, the Department of Career and Technical Education distribute \$500,000 to eligible workforce training organizations for the purpose of defraying salaries and wages expenses of the organization's employees.

23.0248.02002
Title.

Prepared by the Legislative Council staff for
the Senate Appropriations - Human Resources
Division Committee

Fiscal No. 2

April 6, 2023

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1019

Page 1, line 2, remove "to amend and reenact sections 15-19-00.1, 15-19-01, 15-19-02,"

Page 1, remove line 3

Page 1, line 4, remove "the administration of the center for distance education; and"

Page 1, line 4, after "exemption" insert "; and to provide for a report"

Page 1, replace line 14 with:

| | | | |
|---------------------|-------------|-----------|--------------|
| "Salaries and wages | \$4,643,906 | \$316,835 | \$4,960,741" |
|---------------------|-------------|-----------|--------------|

Page 1, replace line 17 with:

| | | | |
|---------------------|------------|------------|-------------|
| "Grants - secondary | 26,837,780 | 18,200,000 | 45,037,780" |
|---------------------|------------|------------|-------------|

Page 1, replace line 22 with:

| | | | |
|---------------------|-----------|---------|------------|
| "Workforce training | 2,000,000 | 500,000 | 2,500,000" |
|---------------------|-----------|---------|------------|

Page 1, remove line 24

Page 2, replace lines 1 through 3 with:

| | | | |
|--|--------------|--------------|--------------|
| "Statewide area career center initiative grant program | 0 | 26,500,000 | 26,500,000 |
| Total all funds | \$56,754,880 | \$38,735,478 | \$95,490,358 |
| Less estimated income | 15,019,817 | 25,961,303 | 40,981,120 |
| Total general fund | \$41,735,063 | \$12,774,175 | \$54,509,238 |
| Full-time equivalent positions | 50.30 | (28.80) | 21.50" |

Page 2, line 4, after "FUNDING" insert "- EFFECT ON BASE BUDGET - REPORT TO SIXTY-NINTH LEGISLATIVE ASSEMBLY"

Page 2, line 5, after "biennium" insert "and the one-time funding items included in the appropriation in section 1 of this Act"

Page 2, replace lines 7 through 10 with:

| | | |
|--|--------------|--------------|
| "Statewide area career center initiative grant program | \$88,276,228 | \$26,500,000 |
| Total other funds | \$88,276,228 | \$26,500,000 |

The 2023 25 biennium one-time funding amounts are not part of the entity's base budget for the 2025-27 biennium. The department of career and technical education shall report to the appropriations committees of the sixty-ninth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 2, remove lines 11 through 31

Page 3, remove lines 1 through 31

Page 4, remove lines 1 through 30

Page 5, remove lines 1 through 30

Page 6, remove lines 1 through 31

Page 7, remove lines 1 through 30

Page 8, replace lines 1 through 21 with:

"SECTION 3. ESTIMATED INCOME - FEDERAL CORONAVIRUS CAPITAL PROJECTS FUND - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - MATCHING FUNDS REQUIREMENT - LEGISLATIVE MANAGEMENT REPORT. The estimated income line item in section 1 of this Act includes the sum of \$26,500,000 from the federal coronavirus capital projects fund for the purpose of defraying inflationary costs of existing projects approved under the statewide area career center initiative grant program during the 2021-23 biennium. The department of career and technical education may spend the funds identified in this section only to the extent the organization has secured matching funds from nonstate sources on a dollar-for-dollar basis. The department of career and technical education must distribute the funding to existing career academy projects proportionally based on funding allocations provided to each project during the 2021-23 biennium. If funding approved in this section is provided for a career academy project and the funding becomes uncommitted during the 2023-25 biennium, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025. The department of career and technical education shall report to the legislative management during the 2023-24 interim and to the appropriations committees of the sixty-ninth legislative assembly regarding the amount of inflationary funding provided for each project and the construction status of each project."

Page 8, line 25, after "2021" insert "Special Session"

Page 8, after line 26, insert:

"SECTION 5. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - UNCOMMITTED FUNDS. Notwithstanding section 1 of chapter 548 of the 2021 Special Session Session Laws, if funding approved for a career academy project under the statewide area career center initiative grant program becomes uncommitted after December 31, 2022, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025."

SECTION 6. 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

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1019 - Dept. of Career and Technical Education - Senate Action

| | Base Budget | House Version | Senate Changes | Senate Version |
|-------------------------------------|---------------------|---------------------|---------------------|---------------------|
| Salaries and wages | \$4,643,906 | \$5,441,942 | (\$481,201) | \$4,960,741 |
| Operating expenses | 2,198,453 | 2,878,350 | | 2,878,350 |
| Grants | 9,507,349 | 11,507,349 | | 11,507,349 |
| Grants - secondary | 26,837,780 | 41,037,780 | 4,000,000 | 45,037,780 |
| Marketplace for kids | 300,000 | 300,000 | | 300,000 |
| STEM initiative | 100,000 | 100,000 | | 100,000 |
| Adult farm management | 1,706,138 | 1,706,138 | | 1,706,138 |
| Workforce training | 2,000,000 | 2,000,000 | 500,000 | 2,500,000 |
| Center for distance education | 9,461,254 | | | |
| Statewide area career center grants | | | 26,500,000 | 26,500,000 |
| Total all funds | \$56,754,880 | \$64,971,559 | \$30,518,799 | \$95,490,358 |
| Less estimated income | 15,019,817 | 14,489,399 | 26,491,721 | 40,981,120 |
| General fund | \$41,735,063 | \$50,482,160 | \$4,027,078 | \$54,509,238 |
| FTE | 50.30 | 23.50 | (2.00) | 21.50 |

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

| | Adjusts Funding for Salary and Benefit Increases ¹ | Removes FTE Positions ² | Removes Salary Funding for Funding Pool ³ | Adds Funding for New and Expanding Secondary Programs ⁴ | Adjusts Funding for Career Advisors and Coordinators ⁵ | Adds Funding for Workforce Training Grants ⁶ |
|-------------------------------------|---|------------------------------------|--|--|---|---|
| Salaries and wages | \$62,525 | (\$394,874) | (\$148,852) | | | |
| Operating expenses | | | | | | |
| Grants | | | | | | |
| Grants - secondary | | | | \$4,000,000 | | |
| Marketplace for kids | | | | | | |
| STEM initiative | | | | | | |
| Adult farm management | | | | | | |
| Workforce training | | | | | | \$500,000 |
| Center for distance education | | | | | | |
| Statewide area career center grants | | | | | | |
| Total all funds | \$62,525 | (\$394,874) | (\$148,852) | \$4,000,000 | \$0 | \$500,000 |
| Less estimated income | 10,615 | 0 | (18,894) | 0 | 0 | 0 |
| General fund | \$51,910 | (\$394,874) | (\$129,958) | \$4,000,000 | \$0 | \$500,000 |
| FTE | 0.00 | (2.00) | 0.00 | 0.00 | 0.00 | 0.00 |

| | Adds One-Time Funding for Career Academies ¹ | Total Senate Changes |
|---|---|----------------------|
| Salaries and wages | | (\$481,201) |
| Operating expenses | | |
| Grants | | |
| Grants - secondary Marketplace for kids STEM initiative | | 4,000,000 |
| Adult farm management | | |
| Workforce training | | 500,000 |
| Center for distance education | | |
| Statewide area career center grants | \$26,500,000 | 26,500,000 |
| | | |
| Total all funds | \$26,500,000 | \$30,518,799 |
| Less estimated income | 26,500,000 | 26,491,721 |
| General fund | \$0 | \$4,027,078 |
| FTE | 0.00 | (2.00) |

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

| | General Fund | Other Funds | Total |
|---------------------------|--------------|-------------|----------|
| Salary increase | \$62,196 | \$10,964 | \$73,160 |
| Health insurance increase | (10,286) | (349) | (10,635) |
| Total | \$51,910 | \$10,615 | \$62,525 |

The House provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding of \$394,874 from the general fund for 2 FTE program supervisor positions that were added by the House are removed by the Senate.

³ Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

| | General Fund | Other Funds | Total |
|----------------------|--------------|-------------|-------------|
| New FTE positions | \$0 | \$0 | \$0 |
| Vacant FTE positions | (129,958) | (18,894) | (148,852) |
| Total | (\$129,958) | (\$18,894) | (\$148,852) |

⁴ Funding of \$4 million is added for new and expanding secondary career and technical education programs to provide a total of \$12 million from the general fund. The House added \$8 million from the general fund.

⁵ Funding from the general fund is adjusted by removing \$500,000 for grants for school district career advisors and adding \$500,000 for grants to schools for work-based learning coordinators to provide a total of \$2,000,000 from the general fund for work-based learning coordinators. The House added \$500,000 from the general fund for grants for school district career advisors and \$1,500,000 from the general fund for work-based learning coordinators.

⁶ Funding is added for workforce training grants to provide a total of \$2.5 million from the general fund. The House did not add funding for this program.

⁷ One-time funding of \$26.5 million is added from the federal Coronavirus Capital Projects Fund for career academy inflationary costs under the statewide area career center initiative grant program. The House did not add funding for this purpose.

This amendment also:

- Removes seven sections added by the House to transfer supervisory authority of the Center for Distance Education from the Department of Career and Technical Education to the Department of Public Instruction. Statutory changes necessary to authorize this change are provided in Senate Bill No. 2269.
- Adds a section to identify \$26.5 million from the federal Coronavirus Capital Projects Fund for career academy

inflationary costs during the 2023-25 biennium. Funding identified in this section may be provided by the department only to the extent matching funds from nonstate sources are secured on a dollar-for-dollar basis. The funding is to be provided proportionally to existing career academy projects under the statewide area career center initiative grant program based on funding allocations provided to each project during the 2021-23 biennium. During the 2023-24 interim, the department is required to provide a report to the Legislative Management regarding the amount of inflationary funding provided to each project to date, expected funding to be provided to each project for the remainder of the biennium, and the construction status of each project. The department is required to provide an updated report to the 69th Legislative Assembly.

- Adds a section to provide the Department of Career and Technical Education an exemption that if funding is returned for a previously approved career academy project, the department is authorized to redistribute the funding to other existing career academy projects during the 2023-25 biennium.
- Adds a section providing that of the \$2.5 million from the general fund in the workforce training line item, the Department of Career and Technical Education distribute \$500,000 to eligible workforce training organizations for the purpose of defraying salaries and wages expenses of the organization's employees.

Department of Career and Technical Education - Budget No. 270
House Bill No. 1019
Base Level Funding Changes

Prepared for: 4/17/2023

| | House Version | | | | Senate Version | | | | Senate Changes to House Version Increase (Decrease) - House Version | | | |
|--|---------------|--------------|--------------|--------------|----------------|--------------|--------------|--------------|--|--------------|--------------|--------------|
| | FTE Positions | General Fund | Other Funds | Total | FTE Positions | General Fund | Other Funds | Total | FTE Positions | General Fund | Other Funds | Total |
| | | | | | | | | | | | | |
| 2023-25 Biennium Base Level | 50.30 | \$41,735,063 | \$15,019,817 | \$56,754,880 | 50.30 | \$41,735,063 | \$15,019,817 | \$56,754,880 | 0.00 | \$0 | \$0 | \$0 |
| 2023-25 Ongoing Funding Changes | | | | | | | | | | | | |
| Adds funding for the cost to continue salary increases | | \$66,032 | \$156 | \$66,188 | | \$66,032 | \$156 | \$66,188 | | | | \$0 |
| Salary increase | | 224,706 | 32,667 | 257,373 | | 286,902 | 43,631 | 330,533 | | \$62,196 | \$10,964 | 73,160 |
| Health insurance increase | | 92,842 | 15,523 | 108,365 | | 82,556 | 15,174 | 97,730 | | (10,286) | (349) | (10,635) |
| Reduces federal funding for salaries due to staff retirements | | | (28,764) | (28,764) | | | (28,764) | (28,764) | | | | 0 |
| Adds funding for FTE program supervisor positions | 2.00 | 394,874 | | 394,874 | 0.00 | 0 | | 0 | (2.00) | (394,874) | | (394,874) |
| Removes salary funding for funding pool | | | | 0 | | (129,958) | (18,894) | (148,852) | | (129,958) | (18,894) | (148,852) |
| Adds funding for a new Capitol space rent model | | 179,897 | | 179,897 | | 179,897 | | 179,897 | | | | 0 |
| Adds federal funding for the RUREady career resource network | | | 500,000 | 500,000 | | | 500,000 | 500,000 | | | | 0 |
| Adds federal funding for secondary school grants | | | 2,000,000 | 2,000,000 | | | 2,000,000 | 2,000,000 | | | | 0 |
| Adds funding for 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 | | 8,000,000 | | 8,000,000 | | 12,000,000 | | 12,000,000 | | 4,000,000 | | 4,000,000 |
| Adds funding for grants for school district career advisors | | 500,000 | | 500,000 | | 0 | | 0 | | (500,000) | | (500,000) |
| Adds funding for grants to schools for work-based learning coordinators | | 1,500,000 | | 1,500,000 | | 2,000,000 | | 2,000,000 | | 500,000 | | 500,000 |
| Adds funding for emerging technology grants | | 200,000 | | 200,000 | | 200,000 | | 200,000 | | | | 0 |
| Removes funding for CDE | (28.80) | (6,411,254) | (3,050,000) | (9,461,254) | (28.80) | (6,411,254) | (3,050,000) | (9,461,254) | | | | 0 |
| Adds funding for workforce training grants | | | | 0 | | 500,000 | | 500,000 | | 500,000 | | 500,000 |
| Total ongoing funding changes | (26.80) | \$8,747,097 | (\$530,418) | \$8,216,679 | (28.80) | \$12,774,175 | (\$538,697) | \$12,235,478 | (2.00) | \$4,027,078 | (\$8,279) | \$4,018,799 |
| One-Time Funding Items | | | | \$0 | | | \$26,500,000 | \$26,500,000 | | | \$26,500,000 | \$26,500,000 |
| Adds funding for career academy inflationary costs | 0.00 | \$0 | \$0 | \$0 | 0.00 | \$0 | \$26,500,000 | \$26,500,000 | 0.00 | \$0 | \$26,500,000 | \$26,500,000 |
| Total one-time funding changes | (26.80) | \$8,747,097 | (\$530,418) | \$8,216,679 | (28.80) | \$12,774,175 | \$25,961,303 | \$38,735,478 | (2.00) | \$4,027,078 | \$26,491,721 | \$30,518,799 |
| Total Changes to Base Level Funding | | | | | | | | | | | | |
| 2023-25 Total Funding | 23.50 | \$50,482,160 | \$14,489,399 | \$64,971,559 | 21.50 | \$54,509,238 | \$40,981,120 | \$95,490,358 | (2.00) | \$4,027,078 | \$26,491,721 | \$30,518,799 |
| <i>Federal funds included in other funds</i> | | | \$14,334,425 | | | | \$40,826,146 | | | | \$26,491,721 | |
| <i>Total ongoing changes as a percentage of base level</i> | (53.3%) | 21.0% | (3.5%) | 14.5% | (57.3%) | 30.6% | (3.6%) | 21.6% | | | | |
| <i>Total changes as a percentage of base level</i> | (53.3%) | 21.0% | (3.5%) | 14.5% | (57.3%) | 30.6% | 172.8% | 68.3% | | | | |

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

| | House Version | Senate Version |
|---|---------------|--|
| Transfer of the Center for Distance Education | | Sections 3 through 9 provide the statutory changes necessary to transfer supervisory authority of CDE from the Department of Career and Technical Education to the Department of Public Instruction. |

Estimated income - Federal Coronavirus Capital Projects Fund - Career academy inflationary costs - Matching funds requirement - Legislative Management report

Section 3 identifies \$26.5 million from the federal Coronavirus Capital Projects Fund for career academy inflationary costs during the 2023-25 biennium. The funding is to be provided proportionally to existing career academy projects under the statewide area career center initiative grant program based on funding allocations provided to each project during the 2021-23 biennium. During the 2023-24 interim, the department is required to provide a report to the Legislative Management regarding the amount of inflationary funding provided for each project and the construction status of each project. The department is required to provide an updated report to the 69th Legislative Assembly.

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

House Version

Senate Version

Exemption - State Fiscal Recovery Fund

Section 10 provides the Department of Career and Technical Education an exemption to continue \$20 million from the federal State Fiscal Recovery Fund appropriated during the November 2021 special legislative session for the statewide area career center initiative grant program into the 2023-25 biennium.

Section 4 provides the Department of Career and Technical Education an exemption to continue \$20 million from the federal State Fiscal Recovery Fund appropriated during the November 2021 special legislative session for the statewide area career center initiative grant program into the 2023-25 biennium.

Exemption - Career academy redistributed funding

Section 5 provides the Department of Career and Technical Education an exemption that if funding is returned for a previously approved career academy project, the department is authorized to redistribute the funding to other existing career academy projects during the 2023-25 biennium.

Legislative intent - Workforce training grants

Section 6 provides legislative intent that of the \$2.5 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.

HB 1019

Representative Richter

Cost to continue Secondary Grants: (\$500,000)

Adds the 2 FTE: \$394,874

Adds for operating: \$168,000

Deduction from new and expanding programs: (\$2,000,000)

(\$1,937,126)

23.0248.02004
 Title.
 Fiscal No.1

Prepared by the Legislative Council staff for
 Conference Committee
 April 19, 2023

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1019

That the Senate recede from its amendments as printed on pages 1831 through 1835 of the House Journal and pages 1497 through 1501 of the Senate Journal and that Engrossed House Bill No. 1019 be amended as follows:

Page 1, line 2, remove "to amend and reenact sections 15-19-00.1, 15-19-01, 15-19-02,"

Page 1, remove line 3

Page 1, line 4, remove "the administration of the center for distance education; and"

Page 1, line 4, after "exemption" insert "; and to provide for a report"

Page 1, replace lines 14 through 17 with:

| | | | |
|---------------------|-------------|------------|-------------|
| "Salaries and wages | \$4,643,906 | \$340,305 | \$4,984,211 |
| Operating expenses | 2,198,453 | 847,897 | 3,046,350 |
| Grants | 9,507,349 | 2,500,000 | 12,007,349 |
| Grants - secondary | 26,837,780 | 14,700,000 | 41,537,780" |

Page 1, replace line 22 with:

| | | | |
|---------------------|-----------|---------|------------|
| "Workforce training | 2,000,000 | 500,000 | 2,500,000" |
|---------------------|-----------|---------|------------|

Page 1, remove line 24

Page 2, replace lines 1 through 3 with:

| | | | |
|--|-------------------|-------------------|-------------------|
| "Statewide area career center initiative grant program | <u>0</u> | <u>26,500,000</u> | <u>26,500,000</u> |
| Total all funds | \$56,754,880 | \$35,926,948 | \$92,681,828 |
| Less estimated income | <u>15,019,817</u> | <u>26,461,303</u> | <u>41,481,120</u> |
| Total general fund | \$41,735,063 | \$9,465,645 | \$51,200,708 |
| Full-time equivalent positions | 50.30 | (26.80) | 23.50" |

Page 2, line 4, after "**FUNDING**" insert "**- EFFECT ON BASE BUDGET - REPORT TO SIXTY-NINTH LEGISLATIVE ASSEMBLY**"

Page 2, line 5, after "biennium" insert "and the one-time funding items included in the appropriation in section 1 of this Act"

Page 2, replace lines 7 through 10 with:

| | | |
|--|--------------|----------------|
| "Statewide area career center initiative grant program | \$88,276,228 | \$26,500,000 |
| Secondary career and technical education programs | <u>0</u> | <u>500,000</u> |
| Total other funds | \$88,276,228 | \$27,000,000 |

The 2023-25 biennium one-time funding amounts are not part of the entity's base budget for the 2025-27 biennium. The department of career and technical education shall report to the appropriations committees of the sixty-ninth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 2, remove lines 11 through 31

Page 3, remove lines 1 through 31

Page 4, remove lines 1 through 30

Page 5, remove lines 1 through 30

Page 6, remove lines 1 through 31

Page 7, remove lines 1 through 30

Page 8, replace lines 1 through 21 with:

"SECTION 3. ESTIMATED INCOME - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND - SECONDARY CAREER AND TECHNICAL EDUCATION PROGRAMS. The estimated income line item in section 1 of this Act includes \$500,000 from the strategic investment and improvements fund for new and expanding secondary career and technical education programs.

SECTION 4. ESTIMATED INCOME - FEDERAL CORONAVIRUS CAPITAL PROJECTS FUND - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - LEGISLATIVE MANAGEMENT REPORT. The estimated income line item in section 1 of this Act includes the sum of \$26,500,000 from the federal coronavirus capital projects fund for the purpose of defraying inflationary costs of existing projects approved under the statewide area career center initiative grant program during the 2021-23 biennium. The department of career and technical education must distribute the funding to existing career academy projects proportionally based on funding allocations provided to each project during the 2021-23 biennium. If funding approved in this section is provided for a career academy project and the funding becomes uncommitted during the 2023-25 biennium, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025. The department of career and technical education shall report to the legislative management during the 2023-24 interim and to the appropriations committees of the sixty-ninth legislative assembly regarding the amount of inflationary funding provided for each project and the construction status of each project."

Page 8, line 25, after "2021" insert "Special Session"

Page 8, after line 26, insert:

"SECTION 6. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - UNCOMMITTED FUNDS. Notwithstanding section 1 of chapter 548 of the 2021 Special Session Session Laws, if funding approved for a career academy project under the statewide area career center initiative grant program becomes uncommitted after December 31, 2022, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025.

SECTION 7. 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"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1019 - Dept. of Career and Technical Education - Conference Committee Action

| | Base Budget | House Version | Conference Committee Changes | Conference Committee Version | Senate Version | Comparison to Senate |
|-------------------------------------|---------------------|---------------------|------------------------------|------------------------------|---------------------|----------------------|
| Salaries and wages | \$4,643,906 | \$5,441,942 | (\$457,731) | \$4,984,211 | \$4,960,741 | \$23,470 |
| Operating expenses | 2,198,453 | 2,878,350 | 168,000 | 3,046,350 | 2,878,350 | 168,000 |
| Grants | 9,507,349 | 11,507,349 | 500,000 | 12,007,349 | 11,507,349 | 500,000 |
| Grants - secondary | 26,837,780 | 41,037,780 | 500,000 | 41,537,780 | 45,037,780 | (3,500,000) |
| Marketplace for kids | 300,000 | 300,000 | | 300,000 | 300,000 | |
| STEM initiative | 100,000 | 100,000 | | 100,000 | 100,000 | |
| Adult farm management | 1,706,138 | 1,706,138 | | 1,706,138 | 1,706,138 | |
| Workforce training | 2,000,000 | 2,000,000 | 500,000 | 2,500,000 | 2,500,000 | |
| Center for distance education | 9,461,254 | | | | | |
| Statewide area career center grants | | | 26,500,000 | 26,500,000 | 26,500,000 | |
| Total all funds | \$56,754,880 | \$64,971,559 | \$27,710,269 | \$92,681,828 | \$95,490,358 | (\$2,808,530) |
| Less estimated income | 15,019,817 | 14,489,399 | 26,991,721 | 41,481,120 | 40,981,120 | 500,000 |
| General fund | \$41,735,063 | \$50,482,160 | \$718,548 | \$51,200,708 | \$54,509,238 | (\$3,308,530) |
| FTE | 50.30 | 23.50 | 0.00 | 23.50 | 21.50 | 2.00 |

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

| | Adjusts Funding for Salary and Benefit Increases ¹ | Removes Salary Funding for Funding Pool ² | Adds Funding for Operating Expenses ³ | Reduces Funding for Cost to Continue Reimbursement Rates ⁴ | Adds Funding for New and Expanding Secondary Programs ⁵ | Removes Funding for Career Advisors ⁶ |
|-------------------------------------|---|--|--|---|--|--|
| Salaries and wages | \$85,995 | (\$543,726) | | | | |
| Operating expenses | | | \$168,000 | | | |
| Grants | | | | | \$500,000 | |
| Grants - secondary | | | | (\$500,000) | 1,500,000 | (\$500,000) |
| Marketplace for kids | | | | | | |
| STEM initiative | | | | | | |
| Adult farm management | | | | | | |
| Workforce training | | | | | | |
| Center for distance education | | | | | | |
| Statewide area career center grants | | | | | | |
| Total all funds | \$85,995 | (\$543,726) | \$168,000 | (\$500,000) | \$2,000,000 | (\$500,000) |
| Less estimated income | 10,615 | (18,894) | 0 | 0 | 500,000 | 0 |
| General fund | \$75,380 | (\$524,832) | \$168,000 | (\$500,000) | \$1,500,000 | (\$500,000) |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| | Adds Funding for Workforce Training Grants ⁷ | Adds One- Time Funding for Career Academies ⁸ | Total Conference Committee Changes |
|-------------------------------------|--|---|---|
| Salaries and wages | | | (\$457,731) |
| Operating expenses | | | 168,000 |
| Grants | | | 500,000 |
| Grants - secondary | | | 500,000 |
| Marketplace for kids | | | |
| STEM initiative | | | |
| Adult farm management | | | |
| Workforce training | \$500,000 | | 500,000 |
| Center for distance education | | | |
| Statewide area career center grants | | \$26,500,000 | 26,500,000 |
| Total all funds | \$500,000 | \$26,500,000 | \$27,710,269 |
| Less estimated income | 0 | 26,500,000 | 26,991,721 |
| General fund | \$500,000 | \$0 | \$718,548 |
| FTE | 0.00 | 0.00 | 0.00 |

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

| | <u>General Fund</u> | <u>Other Funds</u> | <u>Total</u> |
|-----------------------------|-------------------------|------------------------|-----------------|
| Salary increase | \$75,380 | \$10,964 | \$86,344 |
| Health insurance adjustment | 0 | (349) | (349) |
| Total | \$75,380 | \$10,615 | \$85,995 |

The House provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

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

³ Funding of \$168,000 is added from the general fund for operating expenses of the department. The House and Senate did not add funding for this purpose.

⁴ Funding for the cost to continue career and technical education reimbursement rates at schools (27 percent) and area career and technical centers (40 percent) is reduced by \$500,000 to provide a total of \$3.5 million from the general fund. The House and Senate provided \$4 million from the general fund.

⁵ Funding of \$2 million, of which \$1.5 million is ongoing funding from the general fund and \$500,000 is one-time funding from the strategic investment and improvements fund (SIIF), is added for new and expanding secondary career and technical education programs to provide a total of \$10 million, including \$9.5 million from the general fund.

The House provided \$8 million from the general fund. The Senate provided \$12 million from the general fund.

⁶ Funding of \$500,000 from the general fund for school district career advisors is removed. The House added \$500,000 from the general fund for the program. The Senate did not provide funding for the program.

⁷ Funding of \$500,000 is added for workforce training grants to provide a total of \$2.5 million from the general fund, the same as provided by the Senate. The House provided \$2 million, the same as the base level.

⁸ One-time funding of \$26.5 million is added from the federal Coronavirus Capital Projects Fund for career academy inflationary costs under the statewide area career center initiative grant program, the same as provided by the Senate. The House did not add funding for this purpose.

The conference committee:

- Did not remove \$394,874 from the general fund for 2 FTE program supervisor positions. These positions were added by the House but removed by the Senate.
- Did not add \$500,000 from the general fund for grants to schools for work-based learning coordinators. The House provided \$1.5 million from the general fund. The Senate added \$500,000 to provide a total of \$2 million from the general fund. The conference committee provided \$1.5 million from the general fund.

This amendment also:

- Removes seven sections added by the House to transfer supervisory authority of the Center for Distance Education from the Department of Career and Technical Education to the Department of Public Instruction. Statutory changes necessary to authorize this change are provided in Senate Bill No. 2269. These sections were also removed by the Senate.
- Adds a section to identify one-time funding of \$500,000 from SIF for new and expanding secondary career and technical education programs. The Senate did not add this section.
- Adds a section to identify \$26.5 million from the federal Coronavirus Capital Projects Fund for career academy inflationary costs during the 2023-25 biennium. The funding is to be provided proportionally to existing career academy projects under the statewide area career center initiative grant program based on funding allocations provided to each project during the 2021-23 biennium. During the 2023-24 interim, the department is required to provide a report to the Legislative Management regarding the amount of inflationary funding provided to each project to date, expected funding to be provided to each project for the remainder of the biennium, and the construction status of each project. The department is required to provide an updated report to the 69th Legislative Assembly. This section was also added by the Senate.
- Adds a section to provide the Department of Career and Technical Education an exemption that if funding is returned for a previously approved career academy project, the department is authorized to redistribute the funding to other existing career academy projects during the 2023-25 biennium. This section was also added by the Senate.
- Adds a section providing that of the \$2.5 million from the general fund in the workforce training line item, the Department of Career and Technical Education distribute \$500,000 to eligible workforce training organizations for the purpose of defraying salaries and wages expenses of the organization's employees. This section was also added by the Senate.

23.0248.02005
Title.
Fiscal No. 2

Prepared by the Legislative Council staff for
Conference Committee
April 26, 2023

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1019

That the Senate recede from its amendments as printed on pages 1831-1835 of the House Journal and pages 1497-1501 of the Senate Journal and that Engrossed House Bill No. 1019 be amended as follows:

Page 1, line 2, remove "to amend and reenact sections 15-19-00.1, 15-19-01, 15-19-02,"

Page 1, remove line 3

Page 1, line 4, remove "the administration of the center for distance education;"

Page 1, line 4, after "exemption" insert "; and to provide for a report"

Page 1, replace lines 14 through 17 with:

| | | | |
|---------------------|-------------|------------|-------------|
| "Salaries and wages | \$4,643,906 | \$340,305 | \$4,984,211 |
| Operating expenses | 2,198,453 | 847,897 | 3,046,350 |
| Grants | 9,507,349 | 2,500,000 | 12,007,349 |
| Grants - secondary | 26,837,780 | 14,700,000 | 41,537,780" |

Page 1, remove lines 22 through 24

Page 2, replace lines 1 through 3 with:

| | | | |
|--------------------------------|-------------------|--------------------|-------------------|
| "Workforce training | 2,000,000 | 500,000 | 2,500,000 |
| Center for distance education | <u>9,461,254</u> | <u>(9,461,254)</u> | 0 |
| Total all funds | \$56,754,880 | \$9,426,948 | \$66,181,828 |
| Less estimated income | <u>15,019,817</u> | <u>(38,697)</u> | <u>14,981,120</u> |
| Total general fund | \$41,735,063 | \$9,465,645 | \$51,200,708 |
| Full-time equivalent positions | 50.30 | (26.80) | 23.50" |

Page 2, line 4, after "**FUNDING**" insert "**- EFFECT ON BASE BUDGET - REPORT TO SIXTY-NINTH LEGISLATIVE ASSEMBLY**"

Page 2, line 5, after "biennium" insert "and the one-time funding items included in the appropriation in section 1 of this Act"

Page 2, replace lines 7 through 10 with:

| | | |
|--|--------------|----------------|
| "Statewide area career center initiative grant program | \$88,276,228 | \$0 |
| Secondary career and technical education programs | 0 | <u>500,000</u> |
| Total other funds | \$88,276,228 | \$500,000 |

The 2023-25 biennium one-time funding amounts are not part of the entity's base budget for the 2025-27 biennium. The department of career and technical education shall report to the appropriations committees of the sixty-ninth legislative assembly on the use of this one-time funding for the biennium beginning July 1, 2023, and ending June 30, 2025."

Page 2, remove lines 11 through 31

Page 3, remove lines 1 through 31

Page 4, remove lines 1 through 30

Page 5, remove lines 1 through 30

Page 6, remove lines 1 through 31

Page 7, remove lines 1 through 30

Page 8, replace lines 1 through 21 with:

"SECTION 3. ESTIMATED INCOME - STRATEGIC INVESTMENT AND IMPROVEMENTS FUND - SECONDARY CAREER AND TECHNICAL EDUCATION PROGRAMS. The estimated income line item in section 1 of this Act includes \$500,000 from the strategic investment and improvements fund for new and expanding secondary career and technical education programs."

Page 8, line 25, after "2021" insert "Special Session"

Page 8, after line 26, insert:

"SECTION 5. EXEMPTION - STATEWIDE AREA CAREER CENTER INITIATIVE GRANT PROGRAM - UNCOMMITTED FUNDS. Notwithstanding section 1 of chapter 548 of the 2021 Special Session Session Laws, if funding approved for a career academy project under the statewide area career center initiative grant program becomes uncommitted after December 31, 2022, the department of career and technical education may redistribute the funding for existing projects under the program during the biennium beginning July 1, 2023, and ending June 30, 2025.

SECTION 6. 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"

Reorder accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

House Bill No. 1019 - Dept. of Career and Technical Education - Conference Committee Action

| | Base Budget | House Version | Conference Committee Changes | Conference Committee Version | Senate Version | Comparison to Senate |
|----------------------|-------------|---------------|------------------------------|------------------------------|----------------|----------------------|
| Salaries and wages | \$4,643,906 | \$5,441,942 | (\$457,731) | \$4,984,211 | \$4,960,741 | \$23,470 |
| Operating expenses | 2,198,453 | 2,878,350 | 168,000 | 3,046,350 | 2,878,350 | 168,000 |
| Grants | 9,507,349 | 11,507,349 | 500,000 | 12,007,349 | 11,507,349 | 500,000 |
| Grants - secondary | 26,837,780 | 41,037,780 | 500,000 | 41,537,780 | 45,037,780 | (3,500,000) |
| Marketplace for kids | 300,000 | 300,000 | | 300,000 | 300,000 | |
| STEM initiative | 100,000 | 100,000 | | 100,000 | 100,000 | |

| | | | | | | |
|-------------------------------------|---------------------|---------------------|--------------------|---------------------|---------------------|-----------------------|
| Adult farm management | 1,706,138 | 1,706,138 | | 1,706,138 | 1,706,138 | |
| Workforce training | 2,000,000 | 2,000,000 | 500,000 | 2,500,000 | 2,500,000 | |
| Center for distance education | 9,461,254 | | | | | |
| Statewide area career center grants | | | | | 26,500,000 | (26,500,000) |
| Total all funds | \$56,754,880 | \$64,971,559 | \$1,210,269 | \$66,181,828 | \$95,490,358 | (\$29,308,530) |
| Less estimated income | 15,019,817 | 14,489,399 | 491,721 | 14,981,120 | 40,981,120 | (26,000,000) |
| General fund | \$41,735,063 | \$50,482,160 | \$718,548 | \$51,200,708 | \$54,509,238 | (\$3,308,530) |
| FTE | 50.30 | 23.50 | 0.00 | 23.50 | 21.50 | 2.00 |

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

| | Adjusts Funding for Salary and Benefit Increases¹ | Removes Salary Funding for Funding Pool² | Adds Funding for Operating Expenses³ | Reduces Funding for Cost to Continue Reimbursement Rates⁴ | Adds Funding for New and Expanding Secondary Programs⁵ | Removes Funding for Career Advisors⁶ |
|-------------------------------------|---|--|--|---|--|--|
| Salaries and wages | \$85,995 | (\$543,726) | | | | |
| Operating expenses | | | \$168,000 | | | |
| Grants | | | | | \$500,000 | |
| Grants - secondary | | | | (\$500,000) | 1,500,000 | (\$500,000) |
| Marketplace for kids | | | | | | |
| STEM initiative | | | | | | |
| Adult farm management | | | | | | |
| Workforce training | | | | | | |
| Center for distance education | | | | | | |
| Statewide area career center grants | | | | | | |
| Total all funds | \$85,995 | (\$543,726) | \$168,000 | (\$500,000) | \$2,000,000 | (\$500,000) |
| Less estimated income | 10,615 | (18,894) | 0 | 0 | 500,000 | 0 |
| General fund | \$75,380 | (\$524,832) | \$168,000 | (\$500,000) | \$1,500,000 | (\$500,000) |
| FTE | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 | 0.00 |

| | Adds Funding for Workforce Training Grants⁷ | Total Conference Committee Changes |
|-------------------------------------|---|---|
| Salaries and wages | | (\$457,731) |
| Operating expenses | | 168,000 |
| Grants | | 500,000 |
| Grants - secondary | | 500,000 |
| Marketplace for kids | | |
| STEM initiative | | |
| Adult farm management | | |
| Workforce training | \$500,000 | 500,000 |
| Center for distance education | | |
| Statewide area career center grants | | |
| Total all funds | \$500,000 | \$1,210,269 |
| Less estimated income | 0 | 491,721 |
| General fund | \$500,000 | \$718,548 |
| FTE | 0.00 | 0.00 |

¹ Salaries and wages funding is adjusted to provide for 2023-25 biennium salary increases of 6 percent on July 1, 2023, and 4 percent on July 1, 2024, and for adjustments to health insurance premium rates as follows:

| | General Fund | Other Funds | Total |
|-----------------------------|---------------------|--------------------|-----------------|
| Salary increase | \$75,380 | \$10,964 | \$86,344 |
| Health insurance adjustment | 0 | (349) | (349) |
| Total | \$75,380 | \$10,615 | \$85,995 |

The House provided salary adjustments of 4 percent on July 1, 2023, and July 1, 2024.

² Funding for new FTE positions and estimated savings from vacant FTE positions is removed as shown below. These amounts are available to the agency if needed by submitting a request to the Office of Management and Budget for a transfer from the new and vacant FTE funding pool.

| | General Fund | Other Funds | Total |
|----------------------|-------------------------|------------------------|--------------|
| New FTE positions | (\$394,874) | \$0 | (\$394,874) |
| Vacant FTE positions | (129,958) | (18,894) | (148,852) |
| Total | (\$524,832) | (\$18,894) | (\$543,726) |

³ Funding of \$168,000 is added from the general fund for operating expenses of the department. The House and Senate did not add funding for this purpose.

⁴ Funding for the cost to continue career and technical education reimbursement rates at schools (27 percent) and area career and technical centers (40 percent) is reduced by \$500,000 to provide a total of \$3.5 million from the general fund. The House and Senate provided \$4 million from the general fund.

⁵ Funding of \$2 million, of which \$1.5 million is ongoing funding from the general fund and \$500,000 is one-time funding from the strategic investment and improvements fund (SIIF), is added for new and expanding secondary career and technical education programs to provide a total of \$10 million, including \$9.5 million from the general fund.

The House provided \$8 million from the general fund. The Senate provided \$12 million from the general fund.

⁶ Funding of \$500,000 from the general fund for school district career advisors is removed. The House added \$500,000 from the general fund for the program. The Senate did not provide funding for the program.

⁷ Funding of \$500,000 is added for workforce training grants to provide a total of \$2.5 million from the general fund, the same as provided by the Senate. The House provided \$2 million, the same as the base level.

The Conference Committee:

- Did not remove \$394,874 from the general fund for 2 FTE program supervisor positions. These positions were added by the House but removed by the Senate.
- Did not add \$500,000 from the general fund for grants to schools for work-based learning coordinators. The House provided \$1.5 million from the general fund. The Senate added \$500,000 to provide a total of \$2 million from the general fund. The Conference Committee provided \$1.5 million from the general fund.
- Did not provide one-time funding from the federal Coronavirus Capital Projects Fund for career academy inflationary costs under the statewide area career center initiative grant program. The Senate provided \$26.5 million. A section identifying this funding included in the Senate version was not added by the Conference Committee.

This amendment also:

- Removes seven sections added by the House to transfer supervisory authority of the Center for Distance Education from the Department of Career and Technical Education to the Department of Public Instruction. Statutory changes necessary to authorize this change are provided in Senate Bill No. 2269. These sections were also removed by the Senate.
- Adds a section to identify one-time funding of \$500,000 from SIIF for new and expanding secondary career and technical education programs. The Senate did not add this section.
- Adds a section to provide the Department of Career and Technical Education an exemption that if funding is returned for a previously approved career academy project, the department is authorized to redistribute the funding to other existing career academy projects during the 2023-25 biennium. This section was also added by the Senate.
- Adds a section providing that of the \$2.5 million from the general fund in the workforce training line item, the Department of Career and Technical Education distribute \$500,000 to eligible workforce training organizations for the purpose of defraying salaries and wages expenses of the organization's employees. This section was also added by the Senate.