

2023 HOUSE APPROPRIATIONS

HB 1199

2023 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee Brynhild Haugland Room, State Capitol

HB 1199
1/18/2023

BILL for an Act to provide an appropriation to the department of career and technical education for the statewide area and career center initiative grant program; to authorize a Bank of North Dakota line of credit; to provide an exemption; and to declare an emergency.

9:20 AM Chairman Vigesaa- Called the meeting to order. Roll call was taken:

Members Present; Chairman Vigesaa, Representative B. Anderson, Representative Bellew, Representative Brandenburg, Representative Hanson, Representative Kreidt, Representative Martinson, Representative Mitskog, Representative Meier, 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

Members not Present: Representative Kempenich and Representative Swiontek.

Discussion Topics:

- BND Loan Program
- Emergency Clause
- Amendment 23.0809.01003
- Amendment 23.0809.01001

Representative Lefor- Testifies in favor of HB 1199 and proposes amendment 23.0809.01003 (Testimony # 14207 & #14210)

Chairman Vigesaa Proposes amendment # 23.0809.01001 (Testimony #14306)

9:28 Todd Steinwand, President, and CEO of the Bank of ND- Testifies in favor of the amendments (Testimony #14199)

Wayde Sick- State Director of the Department of Career & Technical Education- Testifies in favor (Testimony #14093)

9:35 Lexie Bergstrom ND School Boards Assoc. – Testifies in favor of HB 1199

Dr. Jeff Fastnacht, Assistant Superintendent Mandan Public Schools- Testifies in favor of HB 1199 (Testimony #13921)

Dale Hoerauf- Bismarck Public Schools- Testifies in favor of HB 1199 (Testimony #13255)

Bernie Daris City of Fargo- Testifies in favor (#14067)

Eric Spencer President and CEO of the Greater ND Chamber- Testifies in favor.

Shannon Full FMWF Chamber of Commerce- Testifies in favor. (#14162)

Eric Ripley- Director CTE Grand Forks Public Schools-Testifies in favor of HB 1199 (Testimony #13944)

Mark Vollmer- Minot Superintendent – Testifies in favor (Testimony # 13939)

Steven Holden- Superintendent- McKenzie County Testifies in favor (Testimony #14235)

Kayla Pulvermacher, ND Association of Builders-Testifies in favor of HB 1199 (Testimony #14119)

Anna Nelson- Williston Area Chamber of Commerce- President Online Testimony (Testimony #14029)

Daniel Spellerberg-CTE Director- Testifies in favor online (Testimony #14161)

Representative Brandenburg Moves to adopt amendment 23.0809.01001 (Testimony #14306)

Representative Mitskog Second the motion

Roll call vote was taken:

Representatives	Vote
Representative Don Vigesaa	Y
Representative Keith Kempenich	A
Representative Bert Anderson	Y
Representative Larry Bellew	Y
Representative Mike Brandenburg	Y
Representative Karla Rose Hanson	Y
Representative Gary Kreidt	Y
Representative Bob Martinson	Y
Representative Lisa Meier	Y
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	A

Motion Carries 21-0-2

Representative O'Brien Move to amend # 23.0809.01003 (Testimony #14214)

Representative J. Stemen- Seconds the Motion

Roll Call Vote was taken:

Representatives	Vote
Representative Don Vigesaa	Y
Representative Keith Kempenich	A
Representative Bert Anderson	Y
Representative Larry Bellew	Y
Representative Mike Brandenburg	Y
Representative Karla Rose Hanson	Y
Representative Gary Kreidt	Y
Representative Bob Martinson	Y
Representative Lisa Meier	Y
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	A

Motion Carries 21-0-2

Representative Nathe Do Pass as Amended

Representative O'Brien Second the motion

Roll Call Vote was Taken:

Representatives	Vote
Representative Don Vigesaa	Y

Representative Keith Kempenich	A
Representative Bert Anderson	Y
Representative Larry Bellew	Y
Representative Mike Brandenburg	Y
Representative Karla Rose Hanson	Y
Representative Gary Kreidt	Y
Representative Bob Martinson	Y
Representative Lisa Meier	Y
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	A

Motion Carries 21-0-2 Representative O'Brien Will Carry the bill.

Additional written testimony: Representative Lefor #14210, Helen Askim- Williams County Administrator #14095, Kevin Hoherz- NDCEL #14047, Denise Jonas Cass County Virtual Center #14005, #14004, and #14003, Jeff Fastnacht- Assistant Superintendent Mandan Public School/Heart River- # 13921, Aaron Anderson- Southwest Area CTE Academy #13881, Alexis Baxley ND Schools Boards Association #13861, Kelvin Hulletbank of ND #13860, Brian Ritter- Bismarck/Mandan Chamber EDC #13467

Chairman Vigesaa Closes the hearing for HB 1199 10:09 AM

Risa Berube, Committee Clerk

Act
1-18-23
(1-1)

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1199

Page 1, line 3, after the second semicolon insert "to provide for a transfer;"

Page 1, line 21, after the period insert "The department may award funding provided in this section to foundations that are working with school districts on career academy projects approved by the state board for career and technical education."

Page 2, line 10, after the period insert "The department may award funding provided in this section to foundations that are working with school districts on career academy projects approved by the state board for career and technical education."

SECTION 4. TRANSFER - PARTNERSHIP IN ASSISTING COMMUNITY EXPANSION. The Bank of North Dakota shall transfer the sum of \$20,000,000, or so much of the sum as may be necessary, from the Bank's current earnings and undivided profits to the partnership in assisting community expansion fund during the period beginning with the effective date of this Act and ending June 30, 2023."

Page 2, line 11, replace "Sections 1 and 2 of this Act are" with "This Act is"

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT

This amendment:

- 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; and
- Provides for a transfer of \$20 million from Bank of North Dakota profits to the partnership in assisting community expansion fund.

REPORT OF STANDING COMMITTEE

HB 1199: Appropriations Committee (Rep. Vigesaa, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (21 YEAS, 0 NAYS, 2 ABSENT AND NOT VOTING). HB 1199 was placed on the Sixth order on the calendar.

Page 1, line 3, after the second semicolon insert "to provide for a transfer;"

Page 1, line 21, after the period insert "The department may award funding provided in this section to foundations that are working with school districts on career academy projects approved by the state board for career and technical education."

Page 2, line 10, after the period insert "The department may award funding provided in this section to foundations that are working with school districts on career academy projects approved by the state board for career and technical education."

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Re-number accordingly

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- 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; and
- Provides for a transfer of \$20 million from Bank of North Dakota profits to the partnership in assisting community expansion fund.

2023 SENATE APPROPRIATIONS

HB 1199

2023 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee Roughrider Room, State Capitol

HB 1199
1/30/2023

A BILL for an Act to provide an appropriation to the department of career and technical education for the statewide area and career center initiative grant program; to authorize a Bank of North Dakota line of credit; to provide an exemption; to provide for a transfer; and to declare an emergency

9:01 AM Chairman Bekkedahl opened the hearing on HB 1199.

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

Discussion Topics:

- Career and technical academies
- Line of credit funding
- PACE program
- Delayed projects

9:02 AM Representative Mike Lefor, introduced the bill, testimony # 17753

9:07 AM Todd Steinwand, President and CEO of the Bank of North Dakota, testified in favor, testimony # 17754

9:11 AM Wayde Sick, State Director for the Department of Career and Technical Education, testified in favor, testimony # 17560

9:15 AM Jeff Fastnacht, Assistant Superintendent of Mandan Public Schools, testified in favor, testimony # 17555

9:19 AM Amanda Remyse, Greater North Dakota Chamber, testified in favor, no written testimony

9:19 AM Steve Holen, McKenzie County Public Schools, testified in support, testimony # 17451

9:21 AM Brian Ritter, President and CEO of the Bismarck Manda Chamber EDC, testified in favor, testimony # 17491

9:22 AM Mark Vollmer, Superintendent Minot Public Schools, testified in favor, testimony # 17406

9:24 AM Dan Spellerberg, CTE Director for Southeast Region Career and Technology Center, testified in favor on-line, testimony # 17424

Additional written testimony:

- Eric Ripley, Executive Director, testimony # 17254
- Dale Hoerauf, Director, testimony # 17429
- Denise Jonas, Director, testimony # 17523
- Denise Jonas, Director, testimony # 17524
- Denis Jonas, Director, testimony # 17525
- Alexis Baxley, ND School Board Association, testimony # 17556
- Dana Hager, Executive Director, testimony # 17665
- Valley Prosperity Partnership Steering Committee, testimony # 17673
- Rylee Lindeman, ND Student Association, testimony # 17678
- Shannon Full, President Fargo Chamber of Commerce, testimony # 17689
- Mike Hanson, Director, testimony # 17720

9:29 AM Chairman Bekkedahl closed the hearing.

9:29 AM Senator Davison moved DO PASS
Senator Wanzek 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	Y
Senator Terry M. Wanzek	Y

Motion passes 16-0-0

Senator Davison will carry HB# 1199

Kathleen Hall, Committee Clerk

REPORT OF STANDING COMMITTEE

HB 1199, as engrossed: Appropriations Committee (Sen. Bekkedahl, Chairman) recommends **DO PASS** (16 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). Engrossed HB 1199 was placed on the Fourteenth order on the calendar. This bill affects workforce development.

TESTIMONY

HB 1199

January 13, 2023

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

RE: Support for HB1199 – Career and Technical Education

Dear Chairman Nathe and members of the House Appropriations – Education and Environment Committee. My name is Dale Hoerauf. I am the Director of Career and Technical Education for Bismarck Public Schools. I am reaching out to you in support of HB1199.

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 who are able to choose from 38 Career and Technical courses. Three years ago we added English, Social Studies and Math core classes for students who wanted another way of receiving core credit other than the traditional method. It is a competency based, personalized learning program.

HB1199 gives schools in the state the opportunity to increase the number of Career and Technical offerings during a time when there is a demand for skilled workforce in North Dakota and the nation. At the Bismarck Public School Career Academy we are out of space and our original plan was to build Career Academy 2.0. We had a number of meetings with industry and community partners, and hired an architect firm. 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. This bill would provide funds to continue with our plans of Career Academy 2.0 for Bismarck Public Schools.

Support for HB 1199 is support for North Dakota's CTE growth and provides the ability to expand access to CTE programs for students across the state.

Sincerely,



Dale Hoerauf

Director Bismarck Public Schools Career and Technical Education



House Appropriations Committee – HB 1199

Representative Don Vigesaa, Chair

January 18, 2023

Chairman Vigesaa, Members of the Committee:

My name is Brian Ritter and I'm the President & CEO 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 1199.

The single greatest challenge facing our members and our economy right now is undoubtedly, workforce. According to the latest statistics from Job Service North Dakota, there are 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 (CTE).

School districts across North Dakota have sought to address that challenge by investing federal dollars in the construction of new and expanded CTE centers. However, delays at the United States Department of the Treasury have held up the progress of some of those projects. HB 1199 would simply authorize the Bank of North Dakota to establish a line of credit to so that those projects can proceed until the funds are finally released by the Department of the Treasury.

As such, I would respectfully ask that the Committee give a DO PASS recommendation to HB 1199.



PO BOX 5509, 1200 Memorial Hwy.
Bismarck, ND 58506-5509

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800.366.6888 TTY
701.328.5600

bnd.nd.gov

Testimony before House Appropriations

January 18, 2023

Todd Steinwand, President

Bank of North Dakota

Mr. Chairman and members of the Committee. I am Todd Steinwand, President and CEO of the Bank of North Dakota. I am here today to support the proposed amendment to HB1199 providing an appropriation of \$20,000,000 to Bank of North Dakota for its Partnership in Supporting Community Partnership (PACE) programs. The PACE programs are a public-private partnership with local financial institutions and communities intended to support economic development and diversification in the state.

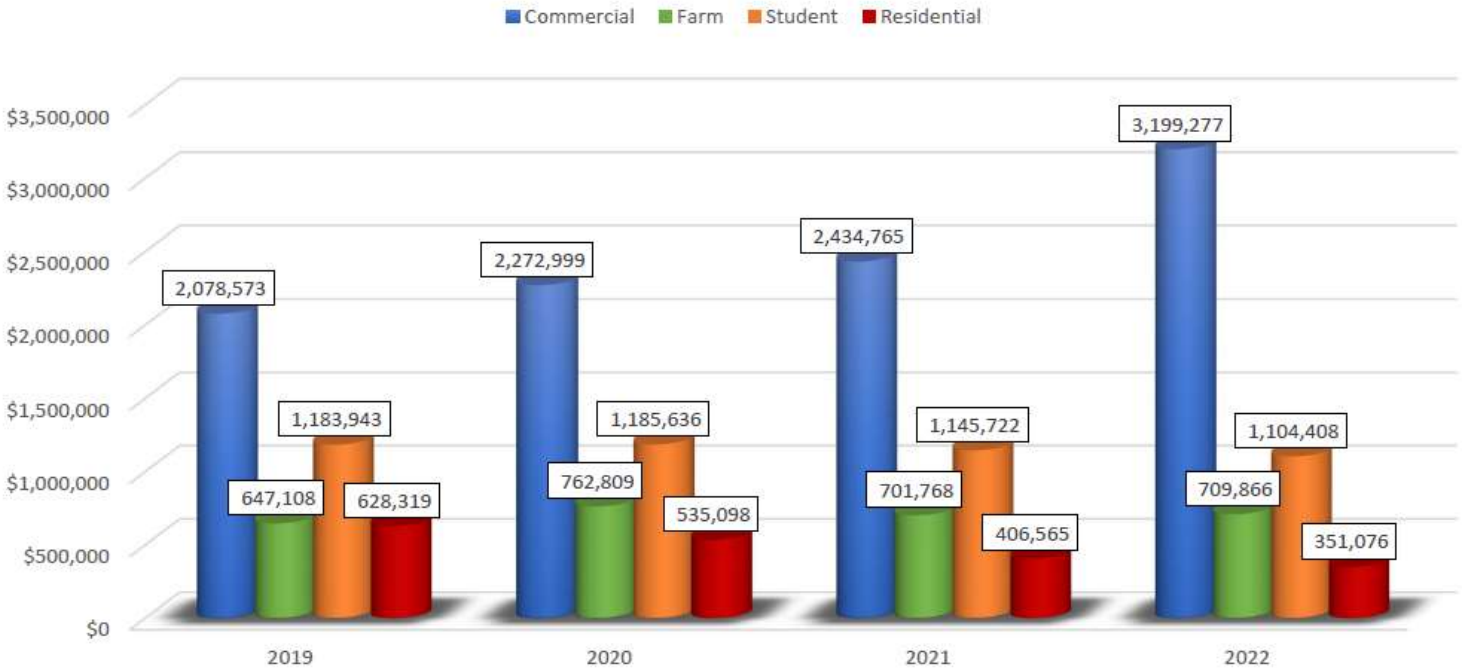
As with almost every BND loan program, a lead financial institution must initiate and underwrite the loan which is then “participated” with BND. The goal of the program is to provide a “buydown” of the interest rate for a project that meets program guidelines. The buydown amount is based on the amount of investment or number of jobs created and requires the community to participate by providing a local contribution amount based on a percentage assigned to the community.

The normal process for allocating funding for the PACE programs is during the legislative session BND will provide, as part of its appropriation request, an amount for the anticipated need during that biennium. This amount is then appropriated from BND’s earnings.

- In the 2019-2021 biennium, the appropriation was \$37,000,000.
- For the current biennium (2021-2023) the appropriation was \$40,000,000.

Normally, the \$40,000,000 appropriated would last the biennium. However, this is not a normal biennium. Over the last 2-years, BND’s total loan volume, based on economic activity in North Dakota increased from \$1.756B in 2021 to \$2,830B in 2022. Today, commercial and Ag loans are almost \$4 with a total loan portfolio of approximately \$5.4B. The graph on the next page provides an overview of activity from the last four years.

BND Loan Portfolio 2019-2022



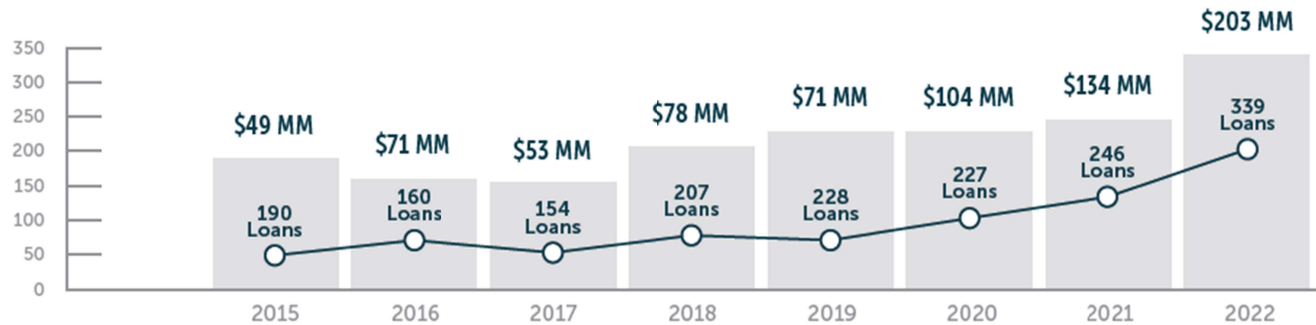
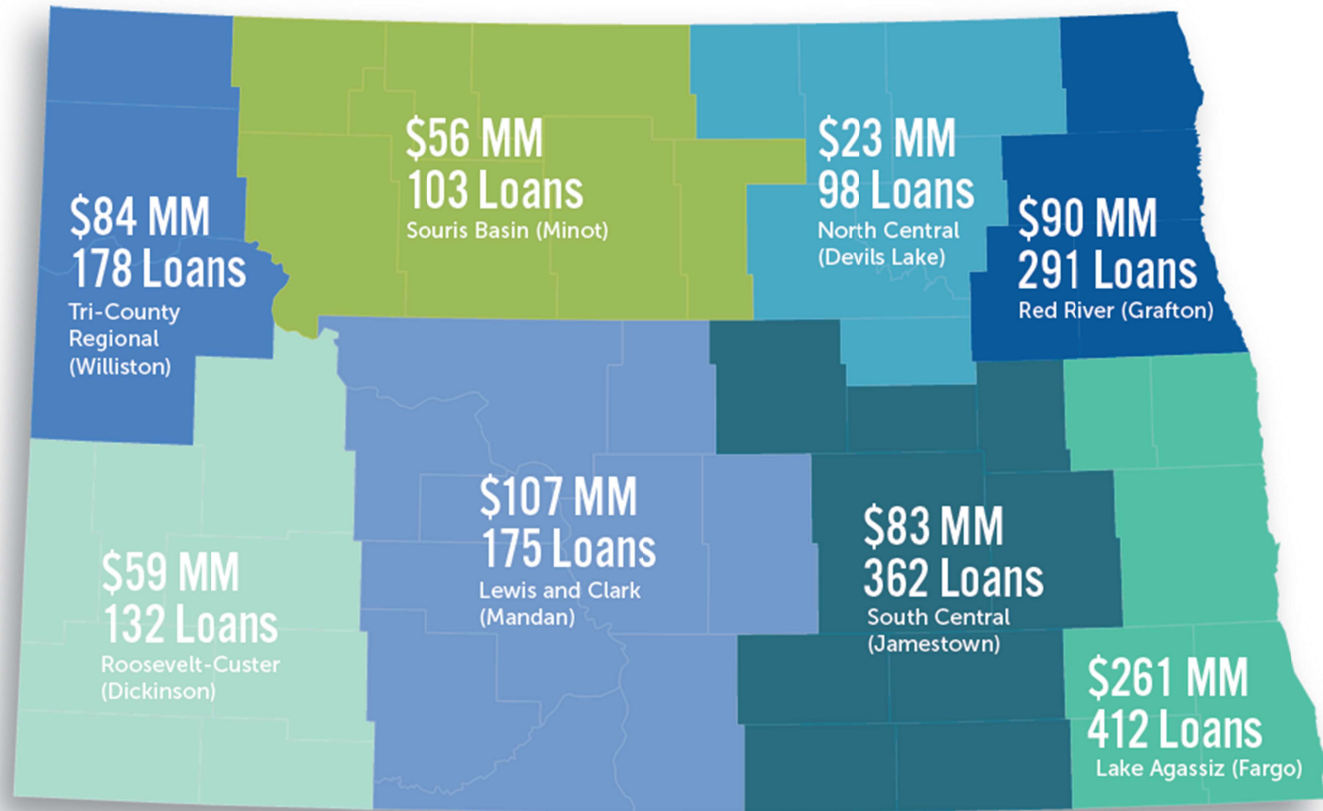
This substantial growth in the loan portfolio created increased demand on the PACE programs as well. Following is a chart representing the growth in the PACE program loans over the last 7-years. As you can see, in 2022, BND initiated over \$200m in loans in the PACE programs.



As a result of the tremendous growth and demand, the \$40,000,000 appropriated for this biennium was exhausted on January 1 with 6 months remaining in this biennium. Today, BND is requesting an appropriation of \$20m with an emergency clause to ensure the loans currently in process and anticipated for the rest of the biennium can be funded. On the following page, for your information is a chart showing the distribution of PACE loans over the last 7-years.

PACE Loan Originations 2015-2022

Loan types include:
PACE, Flex Pace and Agriculture PACE





NDSBA
NORTH DAKOTA SCHOOL
BOARDS ASSOCIATION

P.O. Box 7128
Bismarck ND 58507-7128
1-800-932-8791 • (701)255-4127
www.ndsba.org

HB 1199
House Appropriations
January 18, 2023
Testimony of Alexis Baxley

Good afternoon, Chairman Vigessa and members of the House Appropriations Committee. My name is Alexis Baxley, and I serve as the executive director of the North Dakota School Boards Association. NDSBA represents the elected school boards of all 170 public school districts and several special education units in North Dakota.

NDSBA stands in support of HB 1199. I was fortunate to serve on the committee that reviewed the Career and Technical Education center applications and awarded the grants earlier this year. Every single project submitted was very impressive. I can not say enough positive things about these projects and the CTE work being done in our state. We know that students who experience CTE often thrive, and expanding the number of CTE centers in our state would have a tremendous effect on student outcomes and workforce development – a true win-win for North Dakotans.

The legislature saw the benefits of CTE and authorized the funds for these centers in both the 2021 regular and special sessions. We appreciate that support.

Unfortunately, many of the projects have stalled because the federal funds have not yet been made available. HB 1199 would allow most of those projects to restart and continue construction while we wait for the funds to be released by the federal government. The additional appropriation to cover accrued interest is a worthy investment in our state, our students, and our workforce.

The North Dakota School Boards Association urges a do-pass on HB 1199.



January 17th, 2023

To: Chairman Vigesaa and Members of the House Appropriations Committee

My name is Aaron Anderson and I have the pleasure of working for the Southwest Area CTE Academy (SW CTE) in Dickinson, ND. SW CTE is currently a partnership of seven high schools, Dickinson State University and numerous business and industry partners in SW ND. As we continue to move forward with this project, we continue to add schools and business partners that are committed to providing high quality Career and Technical Education to help train and develop the next generation of North Dakota workers.

I must thank the 67th Legislative Assembly for their vision in providing funding to help start new and expand CTE Academies/Centers around the state. SW CTE was fortunate to be successful in our CTE Capitol Projects grant with the total award of \$10 million with the current portion of our grant of \$6.67 million being accessible to move our project forward. This award allowed us to begin construction/renovation this past fall on part of our project at the 40-acre former Haliburton Campus on the north side of Dickinson. Our plan is to renovate three industrial buildings and outdoor spaces that will house training programs for in-demand careers for our region.

In the fall of 2021, we anticipated the construction alone would cost us approximately \$8.3 million but as we waited for the funds become available, we seen costs continue to rise. After extensive redesigns for cost cutting measures, we have found our new bids to come back at over \$11.7 million in November 2022. This number doesn't account for the additional equipment, technology and furnishings we will need for these programs and facilities. We know inflation is hitting everyone very hard but your support of HB1099 would allow us to continue additional phases of our project to help meet the increasing workforce demands of our state.

With the partial funding we were able to begin renovation of Building A in September and will be moving into this space shortly to offer health science classes that include CNA, EMR, pharmacy tech, dental assisting, firefighting certification programs and other related programs tied to health and safety careers. Renovation on Building B is in full swing with anticipated completion by August 2023. This building will house programs that include high school welding, diesel technology, automotive technology, culinary arts and engineering/manufacturing. In addition, this facility will house Dickinson State University programs in welding and diesel technology. Building C is the part of our project that is currently on hold waiting for the funds in this bill to be released. Programs such as CDL, heavy equipment operating, construction technology (plumbing, electrical, HVAC), agricultural education, and drafting will not have a place at SW CTE until we can secure that additional funding. The remaining \$3.3 million of our grant will allow us to continue moving forward with some of our plan and we are hopeful for your additional support during this legislative session to consider our inflationary costs we are encountering with construction and equipment acquisition. We have a great group of local contractors that are doing their best to hold their bids, but we already know the costs have increased since our bid

opening in late November. We have secured the required match for our project including additional funds but right now some of our private funding is contingent until Building C becomes a reality.

I encourage you to support the passing of HB1169 so projects around the state can move forward and create lasting impacts with students and support our states growing workforce needs.

Sincerely,

Aaron Anderson
CTE Director
Southwest Area CTE Academy
Dickinson Public Schools

1 HB1199 – NDCTE Grant Program and authorize a BND line of
2 credit.

3 Mandan Public Schools – Dr. Jeff Fastnacht, Asst. Superintendent

4 Good morning, Chairman Vigesaa and members of the House
5 Appropriations Committee.

6 As the past president of the North Dakota Department of Career
7 and Technical Education Board, during the time of the
8 distribution of the Federal Coronavirus Capital Projects Funds I
9 wish to extend my support for HB 1199.

10 During the difficult task of administering these grant funds it
11 became readily apparent that the need for robust CTE career
12 academies was outpacing the funds available. The competition for
13 these grant funds was fierce and many communities and regions
14 stepped in with both feet ready to address our state’s workforce
15 challenges. The awarding of these funds, by the Board, in March
16 of 2022 was seen as the springboard for the applicants to begin
17 construction of these worthy centers. Only to have delays from
18 the United States Treasury, which hold the funds, to release any

1 of the 68 million. This has caused each of the applicants to either
2 put a hold on these worthwhile projects or take the risk of
3 completing the projects with uncertainty of funding.

4 The Heart River CTE Center project, which I have the privilege
5 of leading in Mandan, was funded for 10 million dollars has four
6 projects. Three projects in our plan are advancing despite the
7 uncertainty of these funds while one part of the project, in Hebron,
8 is completely on hold. Your support for HB1199, with an
9 emergency clause, would help all the applicants, including Heart
10 River, to move forward on these valuable workforce development
11 centers with a sense of financial security.

House Appropriations Committee – Education and Environment
Chairman Don Vigesaa
January 18, 2023

HB 1199

Chairman Vigesaa and members of the House Appropriations Committee, my name is Mark Vollmer. I proudly serve as Superintendent of Minot Public School District #1 and Minot Air Force Base #160. I am presenting today with MPS Career and Technical Education Director, Pam Stroklund. We stand in front of you today to offer our support for HB 1199.

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.

The Minot Area Workforce Academy will serve as a 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 and addition of Commercial Driver's License programs are set to open August 2023 in the Minot Area Workforce Academy. The addition of a large Skills Training/Multipurpose Room also provides needed space for local skills training.

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. To stay within the existing budget, several of the CTE projects are on hold until further funding is secured.

Minot Public Schools and the community of Minot support HB 1199 and ask the House Appropriations Committee to extend a line of credit to the department of career and technical education for the purpose of providing grants to entities to

build additional Career Academies and further fund those in the process of being built.

As North Dakota's public workforce education and training delivery system, the ND Department of Career & Technical Education is the best agency to approve, support and monitor the Bank of North Dakota loans for the Career Academy grants. NDCTE is committed to providing youth with exploration opportunities and the foundation skills needed to enter the world of work, while providing adults with skills needed to enter, re-enter, or advance in the workforce.

The Minot area is no exception when it comes to a shortage of trained workers. Coordinating efforts to provide short-term CTE training to fill our job openings is necessary. Using the Minot Area Workforce Academy as a hub to ***train local to retain local***, we will:

- Advance career and technical education throughout the Minot area,
- Provide quick re-tooling of unemployed workers,
- Provide opportunities for advancement of education, including GED services, certification programs, and access to association, undergraduate and graduate programs.
- Improve access of existing facilities to be used by local businesses for training, and to
- Remove barriers to employment, and meet the workforce needs of our community.

On behalf of Minot Public Schools and the community of Minot, we request your support of HB 1199, the ND Department of CTE and the Bank of North Dakota line of credit funding.

HB 1199 further advances CTE. In my nearly 30 years in North Dakota schools, I have never seen a greater need for career and technical education to assist in filling our state's workforce needs. Therefore, we encourage a "DO PASS" recommendation.

Thank you for allowing us to share our plan and our progress – a plan that exemplifies community collaboration to promote success. We will stand for any questions you may have.



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 17, 2023

Chairman Vigesaa and Members of the House Appropriations Committee:

Good morning, my name is Eric Ripley, Executive Director of Career & Technical Education (CTE) for the Grand Forks Public Schools and Director of the virtual Grand Forks Area Career & Technology Center. It also has been my professional honor to help lead the planning efforts of the Career Impact Academy for the Grand Forks region.

In December, 2021 the efforts of our community-led project, which included financial commitment from over 70 industry partners, 42 community leaders serving on various committees, and thousands of volunteer hours, resulted in a 250+ page application with a cover letter signed by the Mayor of Grand Forks, Grand Forks County Chair, President of the Grand Forks Region EDC, President of the Chamber of Commerce, President of the Grand Forks Public School Board, and Grand Forks Public Schools' Superintendent showcasing the unified support for the Career Impact Academy.

On March 14, 2022, the State Board of Career and Technical Education approved the Career Impact Academy application to receive \$10 million dollars from the Coronavirus Capital Projects Fund, along with support and funding commitments for 12 other CTE center applications from across the state. Since that March date to today, all 13 approved CTE center projects have been waiting for 310 days, and counting, for the approved matching funds to be released by the U.S. Department of Treasury.

The extended delay in funding has affected both the projected timeline and budget for the Career Impact Academy. Our facility, since a building does not already exist, involves new construction versus remodeling an existing structure. Our original design efforts were preparing for a Fall, 2022 bid package to take advantage of the Spring, 2023 construction season. In addition, our project's budget is dealing with the combination of cost increases to building materials seen by all capital projects, combined with the inflationary increases incurred over the several months of funding delays.

With HB1199, I applaud our state's willingness to immediately address the delays in the matching funds for the approved CTE center applications. This bill serves as a positive step forward in allowing the projects to regain momentum in the collective efforts to expand and provide high quality CTE programs for our respective regions. I would respectfully ask the Committee provide a DO PASS recommendation and when the discussion regarding additional funds for the CTE centers to address cost overruns and inflationary costs emerges before this committee, to be equally as supportive.

Within the Grand Forks region, we see the Career Impact Academy as a critical component for addressing the workforce needs for our region and state. Passage of HB1199 brings our community project closer to reality.

Sincerely,

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

CAREER INNOVATION CENTER

Secondary Career & Technical Education

CIC Program Coordination & Support Services

Post-Secondary CTE & General Education

Adult Training Workforce Solutions



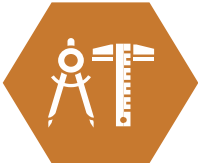
AGRICULTURE & PRECISION

- 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

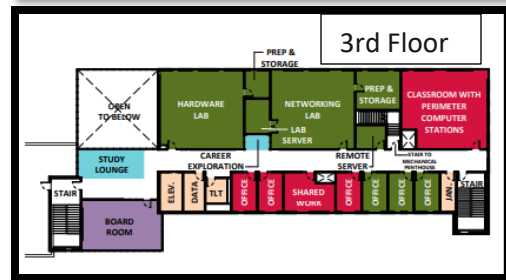
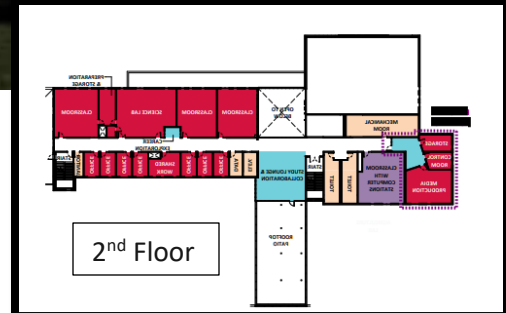
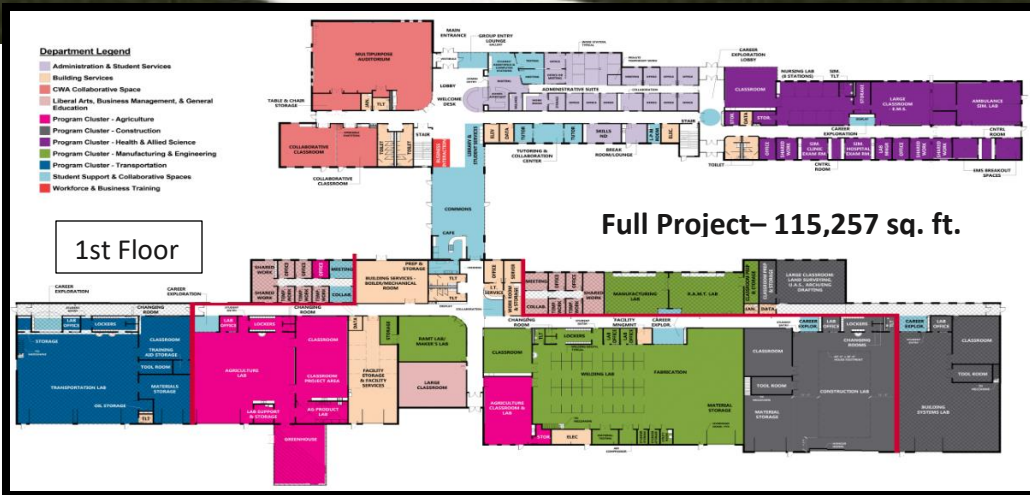


WORKFORCE & BUSINESS TRAINING

- 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

STRATEGIC PLAN

MAY 9, 2018

CAREER WORKFORCE ACADEMY

The Career Workforce Academy is a program initiated by the North Dakota State College of Science (NDSCS) and the school districts of Fargo, West Fargo, Northern Cass, Central Cass, Kindred and Moorhead. It is designed to deliver workforce training and education that is more responsive to changing employer and student needs. This plan will expand and enhance our ability to attract, retain and grow businesses and develop opportunities for student success in the workforce.

What Is An Academy?

A career academy is a type of school that can provide K-14 students, incumbent workers* and new Americans a curriculum to prepare them for a successful career through:

- Career path education.
- Curriculum that matches their identified career path.
- Strong partnerships that work together to enhance curriculum with relevant learning for successful outcomes.

Academy Vision Statement

The Academy will build the awareness of multiple career clusters and the skills necessary to be career ready through experiential education, classroom training, student connection to business and industry, and career path counseling. It will present real-time opportunities and real-life experiences by responding and adapting quickly to industry demands and student interest. Success will depend on engaged student interest and on the collaboration of all stakeholders.

*For the purpose of this report, an incumbent worker is defined as a person who was previously employed and is seeking training for a new job or is currently employed and is seeking further training.

ACADEMIES

What Experts Say About Career Academies

“The number of career academies has been expanding rapidly, in part because academies have been found to be effective, and in part because they embody ideas promoted by several major high school reform movements. ... [R]igorous evaluations have found that individual career academies within larger high schools help improve students’ academic performance, prepare them for postsecondary education, and boost earnings after high school.”¹

Career Academies Supported By Research

The number of career academies nationwide has grown dramatically, one reason being a conceptual grounding in strong research and evaluation. In 2008, MDRC, a prominent education policy research organization, released a study entitled, “Career Academies: Long Term Impacts on Labor Market Outcomes, Educational Attainment, and Transitions to Adulthood.”² The researchers employed a random assignment research design in a group of nine high schools across the United States to determine the effect of attending a career academy. Their findings included the following:

- An average increase in earnings of 11 percent. The effect was concentrated among young men; in fact, an increase of 17 percent was seen in this demographic.
- An increase in the percentage of individuals living independently with children and a spouse or partner after leaving secondary education.
- An improvement in attendance, increased academic course taking, and an increased likelihood of graduating on time.
- An increase in the level of interpersonal support students experienced during high school from career academy staff.
- An increase in student participation in career awareness and work-based learning.

Very recent academic literature on career technical education (CTE) continues to highlight the many positive outcomes from CTE offerings. A research report in the April 2018 American Educational Research Journal concludes, “By providing CTE coursework, especially later in a student’s high school career, relevance between coursework and long-term goals is potentially increased, thereby increasing the odds of high school graduation. ... This lends support to the idea of further expansion of CTE coursework in high school.”³

What Students Say About Career Academies

“The academy has taught me a lot of life skills. Before, it was about me coming home just to do homework and now it’s about me working towards something.”¹

“It really helps us figure out our future and what we want to do.”

“The job shadow experience has really given me a better perspective on what I want to achieve in life. [With] the academy you take that extra step to see if it’s really something you might want to do.”¹

¹“Career Academies: A Proven Strategy to Prepare High School Students for College and Careers.” Career Academy Support Network, 2010, University of California, Berkeley, Graduate School of Education.

²“Career Academies: Investing in Students, the Workforce and Career Technical Education,” May 2013, National Association of State Directors of Career Technical Education (NASDCTEc).

³“Linking the Timing of Career and Technical Education Course taking With High School Dropout and College-Going Behavior,” April 2018, American Educational Research Journal, M. Gottfried & J. Plasman, University of California, Santa Barbara.

STRATEGIC PLANNING PROCESS

In order to gain vital information for the development of the Cass-Clay Career Workforce Academy (Academy) strategic plan, a planning committee commissioned Flint Group to take the lead in developing a strategic plan for the Academy. Flint personnel conducted several discovery sessions with Academy stakeholders and reviewed documents from other programs around the United States. During the review of other programs, a wide variety of approaches were found in how strategic plans were developed and in what they included. Each had objectives tied to local needs; there were significant differences in the number of stakeholders, and the size of the region and the number of districts they serve. In other words, no two plans were alike. Despite the differences, a number of best practices were discovered and utilized in this plan.

Discovery Methodology:

- Reviewed documents from prior meetings pertaining to the Academy.
- Conducted and facilitated input sessions including members of the following stakeholder groups around the theme “pathways to success”:
 - K-12 counselors, career advisors and administrators
 - NDSCS faculty
 - Business and industry representatives
Note: Two sessions were held with K-12 group and two with the NDSCS group. Business and industry representatives were interviewed one on one. After these separate sessions, a combined session was held with representatives from all three stakeholder groups.
- Interviewed select directors of other academies across the country.
- Researched and reviewed documents relevant to effective academies in other states.
- Researched best practices at national associations and centers focused on career academies.
- Met with Academy steering committee to review findings and present directional draft of plan and garner further comment and input.
- Considerable time was spent discussing the challenges involving curriculum development and scheduling, two areas that will be the most challenging due to the number of school districts participating in the Academy.

Planning participants

“Students don’t know what they don’t know.”

“We always want more exposure for students to explore careers ... whether it’s diesel, auto or tech careers. We want more people to know what’s available because we want to see if there is interest in our industry.”

“We have craft workers who have a Bachelor of Science or a Bachelor of Fine Arts in the field making \$80,000-85,000 a year, or \$130,000 if they’re an operator; they went to four years of college and they’re not using their degree the way they thought they were going to, but they’re in a career they enjoy. So, if we can eliminate the cost and time of a four-year degree – where people end up in a career that doesn’t require a four-year degree – that would be success.”

KEY DISCUSSION POINTS

Stakeholders identified essential elements that will be prevalent throughout the strategic plan. These elements are vital in understanding stakeholders' needs and maintaining strong partnerships.

- Collaboration – between all stakeholders on each initiative of the plan.
- Communication – ongoing discussion on all aspects of the Academy, including changing perceptions, outcome assessments, stakeholder issues and successes.
- Transparency – full disclosure to all stakeholders.
- Resources – upfront disclosure on resources needed to achieve goals.

KEY ELEMENTS

As part of the input sessions, stakeholders identified essential elements that will serve as the cornerstones of the strategic plan. These elements are vital in understanding stakeholders' needs and maintaining strong partnerships. They include the following:

- Collaboration – between all stakeholders on each initiative of the plan.
- Communication – ongoing discussion on all aspects of the Academy, including changing perceptions, outcome assessments, stakeholder issues and successes.
- Transparency – full disclosure to all stakeholders.
- Resources – upfront disclosure on resources needed to achieve goals

During the discovery process a vision statement, value statements and expected outcomes for the Academy were developed. It was also agreed there should be assessment and evaluation standards to determine gain toward desired outcomes.

Academy Value Statements

The Academy concept is:

- A proven model in responding to the needs of industries and students.
- Effective in improving outcomes for students during and after high school.

The Academy will:

- 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 needs.

Stakeholders identified 10 critical issues that must be addressed for realizing the vision for the Academy:

1. Changing perceptions
2. Buy-in at all levels
3. Ownership/governance/decision-making process
4. Curriculum development
5. Synchronized calendars and schedules between all schools
6. Trained instructors/qualifications for HS staff/teachers
7. Grow too fast/start too small
8. Who's paying for this? Taxpayers' response
9. Transportation
10. Safety

The Academy Will Help Gain Respect For Multiple Career Pathways

- Parents will be informed about diverse careers and be encouraged to start having earlier conversations with their children about career path options.
- We will inspire a change in the mindset of parents currently working in technical and trade careers who in the past might have said to their children, “I don’t want you to do what I do; I don’t want you to work with your hands,” and push them into “white-collar work” and getting a four-year college education.
- Students will want to learn about and develop skills in technical and trade careers and will gain respect for having a career in these high-demand, high-wage fields.
- Counselors, teachers and parents will not just be focused on, “Where are you going to college?” but instead, “What are you interested in going to college for?”

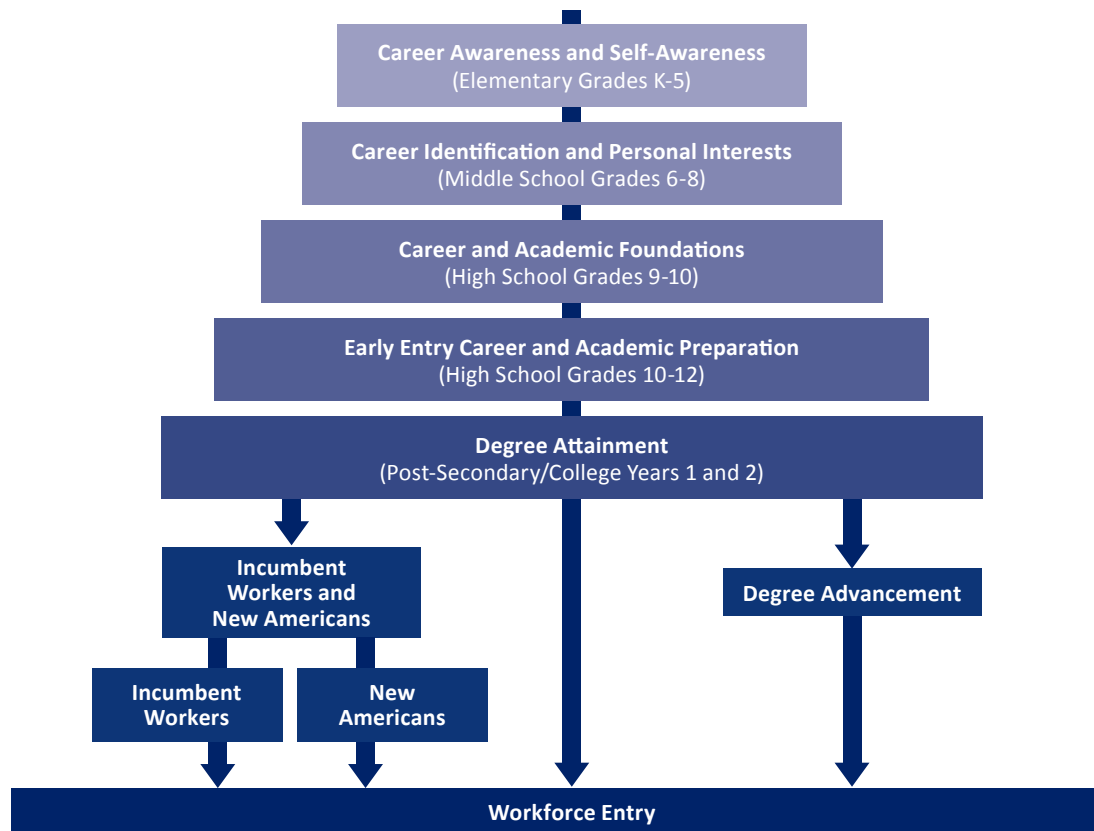
CAREER PATHWAY MODEL

The following graphic illustrates the collaborative career pathway model that guided the initial development of the Academy. In this model, K-12 schools promote comprehensive career awareness in elementary grades, a career exploration component that includes a four-year rolling career path planning that begins in middle school, and applied/hands-on career preparation in high school. Post-secondary schools collaborate with the high schools to facilitate classes focused on preparation for technical and trade careers; college credit is available for high school students taking these classes. Business partners are an integral part of the Academy by working with K-12 schools to provide career awareness and exploration opportunities in the elementary and middle school grades, and work/learning opportunities for high school students. Business and industry are sectors of the community that anticipate seeing trained workers exiting the Academy prepared to either join the workforce or continue their education.



Initial Academy Concept

The idea of an academy began with a plan that has evolved over the past two years. Career awareness, exploration and preparation were initially included and are still included as key elements guiding the framing of the academy concept, as illustrated in the following graphic. These components have been associated with more or less distinct periods of learning: elementary school, middle school and high school/post-secondary, as illustrated in the graphic below. Career awareness and self-awareness in grades kindergarten through five; career identification and personal interests in middle school (grades six through eight); career and academic foundations in grades nine through 10 of high school; early entry career and academic preparation in grades 10 through 12; and attainment of a two-year or associate degree in post-secondary education. Incumbent workers and new Americans would also be given the same opportunity for career preparation/training as Academy high school students.

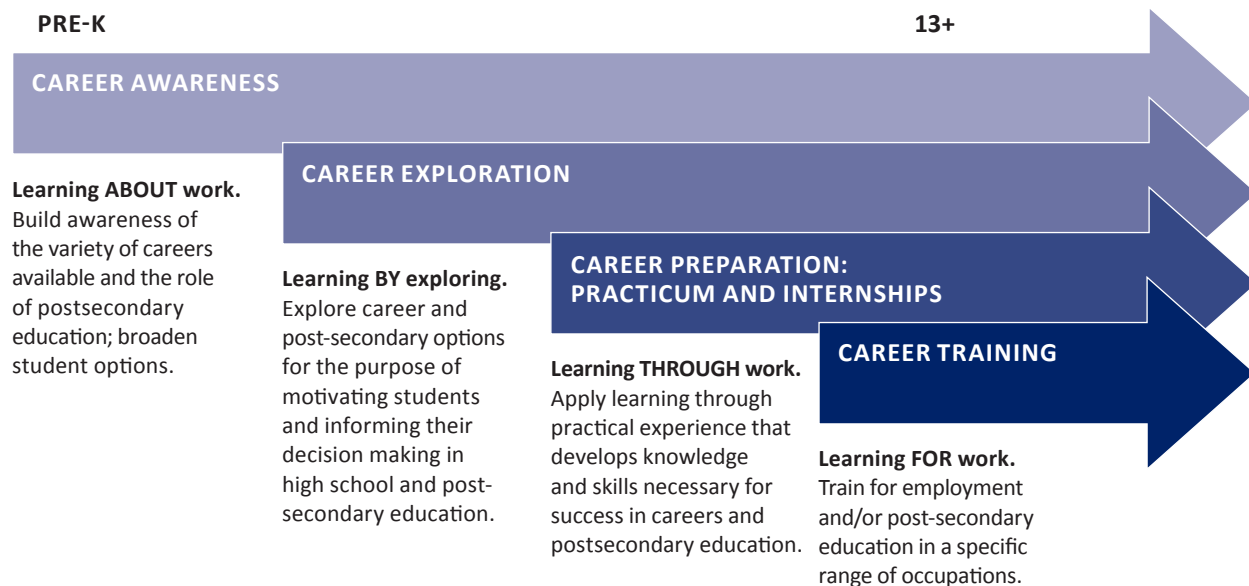


Academy Conceptual Framework

The Academy’s conceptual framework can be depicted with a diagram showing a continuum of career awareness and career exploration taking place throughout the K-12 educational experience. Developed by Linked Learning, the diagram below⁴ illustrates this continuum stretching from kindergarten into adulthood in four areas:

- Career awareness, where “Learning ABOUT work” begins at kindergarten and continues into adulthood. This aspect of the continuum is focused on broadening student career options by building awareness of the variety of careers available and the role of post-secondary education in the learning process.
- Career exploration, where middle school students are given “Learning ABOUT work” opportunities to explore career and post-secondary options. The purpose of career exploration is to motivate students and inform their decision-making through high school and beyond. This exploration component of the Academy will continue at every level of student participation and involvement.
- Career preparation, or “Learning THROUGH work,” begins in high school, where students apply what they are learning through practical experience. This hands-on experience helps them develop the knowledge and skills necessary for them to be successful in careers and post-secondary education. In addition to serving high school students, incumbent workers and new Americans are given the same opportunities in career preparation within the academy setting.
- Career training, where the Academy offers high school and post-secondary students “Learning FOR work” opportunities that might include classroom and non-classroom training, such as apprenticeships, internships and clinical experiences. These opportunities will also be available to incumbent workers and new Americans.

Academy Learning Continuum



⁴“Work-Based Learning in Linked Learning: Definitions, Outcomes, and Quality Criteria, Field Review Draft,” Nov. 2012, Linked Learning, Sacramento, CA.

Conceptual Framework: K-14 Focus

The K-14 aspect of the Academy will be centered on the concept of workplace- or experience-based learning, similar to work-based learning defined by Linked Learning as follows:

“An instructional strategy that is essential in preparing all students for success in postsecondary education and careers ... The primary purposes of work-based learning are to expose students to future options and provide opportunities for skill development and mastery over time. All work-based learning experiences involve interactions with industry or community professionals that are linked to school-based instruction. These learning experiences are intentionally designed to help students extend and deepen classroom work and to make progress toward learning outcomes that are difficult to achieve through classroom or standard project-based learning alone. The term ‘work-based’ does not mean the experience must occur at a workplace or during the standard ‘work day.’”⁵

Conceptual Framework: Incumbent Workers and New Americans Focus

We will follow an experience-based learning concept for K-14 students but will include an additional component focused on incumbent workers and new Americans. This aspect of the Academy will have access to the same instructional opportunities in a true multi-use educational facility.

While incumbent workers and new Americans may not have benefited from career awareness and exploration offered in their elementary and middle school experience, they will be given these opportunities during their career preparation and training offered by the Academy.

Plan Purpose

- Provide clarity for all partners
- Increase alignment among all partners
- Identify and define strategic initiatives and goals to accomplish desired outcomes
- Determine key performance indicators

Focus Areas

- Employer engagement
- Student (motivation, interest, value-added)
- Perceptions of technical and trade careers
- Educational system

Major Benefactors

- Students
- Business and industry

Enablers/Facilitators

- K-12
- Two-year colleges
- Business and industry
- Other secondary educational institutions

⁵“Work-Based Learning in Linked Learning: Definitions, Outcomes, and Quality Criteria, Field Review Draft,” Nov. 2012, Linked Learning, Sacramento, CA.

ACADEMY STRATEGIC PLAN

The strategic planning process was designed to elevate our region in the complementary fields of workforce training and education, hoping to become ever more responsive to changing employer and student needs. This plan will expand and enhance the community's ability to attract, retain, and grow businesses and develop educational opportunities to support student success in the workforce. It will also enhance the region's ability to address the economic and workforce shifts well into the future.

Specifically, the strategic plan for the Academy will:

- Ensure education and economic competitiveness.
 - Strengthen business and industry relationships with K-14.
 - Maximize employer engagement in the development of career clusters and relevant programs that will lead to jobs and careers.
 - Enhance education and training at all levels.
 - Provide multiple options for students to move into a career pathway.
 - Provide Choice Ready opportunities for K-12 students to assist students to be workforce ready.*
-

IN SUMMARY

The academy concept has a proven track record of effectiveness for introducing students to multiple career paths – matching their skill sets and interests to job opportunities. It has become the best-tested strategy and accepted principles to prepare students for life after high school. Additionally, by including incumbent workers and new Americans, the Academy will benefit the business and industry community by having these groups access the same career preparation and training opportunities as Academy high school students.

*https://www.nd.gov/dpi/uploads/1494/ND_ConsolidatedStatePlan_4302018.pdf

Strategic Plan and Goal Statements

Strategic Initiative 1

Identify and implement an academy governance and management structure to ensure long-term success. Setting the proper structure from the start will be critical. Letting the numerous stakeholders have representation and a voice will be important, but having a defined organizational structure and a strong management team will give clear direction and help avoid conflicts.

Goal 1. Career Workforce Academy facility ownership will require appropriate approvals and will be determined in the future.

Goal 2. Academy will be operated and managed by NDSCS.

Goal 3. Develop leadership model.

Goal 4. Develop model for oversight of strategic initiatives; include assessment and evaluation plan.

Goal 5. Academy will be responsive to stakeholders' needs.

Goal 6. Engage parents.

Strategic Initiative 2

Increase early childhood career awareness. An important finding in recent research on career decision-making is that young people have a limited view of many of the careers not requiring a four-year college degree. A central underpinning of our strategic plan is that young people need to be introduced to a variety of careers and learn about work much earlier in their education. This starts at the elementary level through educational programs and direct exposure and interaction with real jobs.

Goal 1. Create engaged exposure to a variety of careers.

Goal 2. Develop well-rounded career awareness education.

Goal 3. Engage business and industry.

Goal 4. Gain teacher support.

Goal 5. Engage parents of elementary school students.

Strategic Initiative 3

Prepare middle school students for career pathway decisions through exploration. Students will be given the opportunity to explore career options that will motivate them to learn about careers, the skills needed in each field of work and the educational options to fulfill a career path. This level gives students a more active role in selecting a career pathway that matches their interests through interaction.

Goal 1. Identify student strengths and interests.

Goal 2. Begin five-year career path planning.

Goal 3. Engage business and industry.

Goal 4. Gain teacher support.

Goal 5. Engage parents of middle school students.

Strategic Initiative 4

Invest high school students in career path preparation and participation. Career preparation marks a shift in the continuum, moving students into more active experiential programs for career readiness. It includes more interaction with professionals from businesses and the community and is designed to give students supervised, practical hands-on application through the Academy. This will assist students to be workforce ready, as described in the North Dakota Every Student Succeeds Act (ESSA) State Plan.

Goal 1. Match curriculum with skill set.

Goal 2. Provide direct exposure to chosen career(s), i.e., doing, internships, hands-on (Career Ready Practices).

Goal 3. Engage business and industry, i.e., technical assessment/industry credentialing, workplace learning experience, co-curricular activities, 21st century skills, dual-credit courses.

Goal 4. Gain teacher support.

Goal 5. Engage parents of high school students.

Strategic Initiative 5

Create opportunity for incumbent workers and new Americans to enter workforce.

The Academy will provide an additional way to increase the Cass-Clay workforce and help meet the employee recruitment needs of business and industry. The Academy will be active in training and retraining individuals looking to enter the workforce in specific job skill areas. This will not be a separate program, but one that is combined with regular classes.

Goal 1. Determine skill sets and interests.

Goal 2. Assess gaps in learning and skills.

Goal 3. Align training/education to meet employer needs.

Goal 4. Provide training, curriculum, etc.

Strategic Initiative 6

Curriculum development and implementation. Critical to achieving the outcomes of the Academy is alignment of the curriculum to the interests of the students and the skill sets necessary to fulfill the needs of business and industry. Curriculum will be designed around identified cluster groups and must meet state educational and/or certification requirements. It will also need to be fluid and have the ability to adjust to changing skill sets and career shifts.

Goal 1. In collaboration with business and industry, identify clusters and skills required.

Goal 2. Match curriculum with cluster group needs.

Goal 3. Align to North Dakota and Minnesota school standards.

Goal 4. Meet accreditation requirements.

Goal 5. Teacher professional development and certification.

Goal 6. Align with North Dakota and Minnesota CTE objectives.

Goal 7. Create new programs or utilize existing program for expanding curriculum needs.

Goal 8. Identify faculty to teach curriculum.

Goal 9. Determine location of course offerings (what is going to be offered where).

Goal 10. Increase support for dual credit/early college models.

Goal 11. Imbed “soft skills” across curriculum.

Strategic Initiative 7

Align scheduling. Due to the number of school districts, this is one of the most difficult initiatives to administer. Flexibility and willingness to alter current set practices will be needed to accommodate the needs of students and the availability of instructors and classrooms. Many elements will have to be considered at the high school level to achieve success, including transportation, extracurricular activities and maintaining graduation standards. For incumbent workers and new Americans, language and current employment could be obstacles.

Goal 1. Influence policy for more K-12 hands-on training.

Goal 2. Hire scheduling coordinator to facilitate Academy class schedules.

Goal 3. Identify existing class schedules for CTE-related courses at participating high schools and post-secondary institutions.

Goal 4. Align and coordinate schedules of high schools and Academy.

Goal 5. Develop transportation plan for class and extracurricular activities.

Goal 6. Streamline and facilitate process for registration, credits, etc.

Goal 7. Engage parents at all levels.

Strategic Initiative 8

Strengthen connections. A key intention of the Academy is to strengthen the connections between businesses and the education stakeholders, and among districts, two-year colleges and other institutions. Stronger relationships will help develop seamless transitions through the continuum and help align the desired outcomes. They will also help increase the confidence level of all stakeholders.

Goal 1. Build relationships of and assurances for state and local educational systems on value and outcomes of Academy.

Goal 2. Become true partners with business and industry in mission and vision of Academy by sector-based engagement and development efforts in order to identify with and respond to workforce challenges and needs.

Goal 3. Participate in local economic development planning, workforce activities and initiatives to understand and communicate role of Academy and build trust.

Goal 4. Better understand and identify the roles of K-12 districts, adult education, CTE, NDSCS and other contributing entities as a way to build stronger relationships.

Goal 5. Engage with students at appropriate level, allowing them to be a “partner” in the development of programs.

Goal 6. Engage parents, allowing them to be a “partner” in giving feedback to the Academy.

Strategic Initiative 9

Educate stakeholders, partners, influencers and community of the value of the Academy. Creating an atmosphere of support for our role in developing careers in technical and trade careers will be an important objective for us. This includes changing perceptions apparent at multiple levels; parents, students, and even counselors and teachers themselves have been found to promote the four-year degree as the “ideal” career choice, discounting a two-year degree mostly due to lack of awareness of its benefits. To realize desired Academy outcomes, intentional efforts will be developed and implemented to change inaccurate or limited perceptions of technical and trade careers. In addition, education of policy makers will help in changing and developing policy that allows the Academy build successful programs.

Goal 1. Review current perceptions and raise awareness of career opportunities.

Goal 2. Change policies and regulations that are roadblocks in developing a smooth path for students to receive necessary education from career awareness through training and degree and/or certificate achievement.

Goal 3. Develop and implement comprehensive communications plan to build awareness of Academy and influence perceptions of technical and trade degrees.

Goal 4. Identify and engage community and state partners, organizations, and networks in support of Academy.

Strategic Initiatives and Action Steps

Strategic Initiative 1

Identify and implement an academy governance and management structure to ensure longterm success. Setting the proper structure from the start will be critical. Letting the numerous stakeholders have representation and a voice will be important, but having a defined organizational structure and a strong management team will give clear direction and help avoid conflicts.

Goal 1. Career Workforce Academy facility ownership will require appropriate approvals and will be determined in the future.

- 1.1 The intent of ownership will be a private non-profit that has full responsibility for differed maintenance.
- 1.2 Funding for the facility will consist of participation from stakeholders.

Goal 2. Academy will be operated and managed by NDSCS.

- 2.1 A fiscal agent will be appointed to oversee financial aspects of Academy operations.
- 2.2 NDSCS will reach out to other institutions for input and advisement on all aspects of operations.
- 2.3 Operational funding will come from revenue generated by the Academy.
 - Student and user fees.
 - Participation in operational funding from other educational entities may come through different sources and in different forms (fees, equipment, personnel).

Goal 3. Develop leadership model.

- 3.1 Appoint Academy leadership team under NDSCS (dean, program director, financial manager, etc.) to implement strategic plan.
 - Seek input and approval from SBHE, North Dakota Department for Career and Technical Education and local school districts.
- 3.2 Create an advisory board made up of K-12, two-year colleges, and business and industry representatives from workforce partner program to help guide the Academy.

Goal 4. Develop model for oversight of strategic initiatives; include assessment and evaluation plan.

- 4.1 Implement coordinator position to oversee the interaction among the Academy program models at all levels including K-12 and post-secondary.
 - Initiate proper training; set goals and timeline.
- 4.2 Develop plan for continual review and update of plan, allowing to address improvements, new initiatives and needs as they change.
 - Set up yearly strategic planning review.
 - Utilize advisory board for feedback and input.

Goal 5. Academy will be responsive to stakeholders' needs.

- 5.1 Implement evaluation system of intended Academy outcomes.
- 5.2 Conduct annual community review.
- 5.3 Conduct student exit reviews.

Goal 6. Engage parents.

- 6.1 Provide regular opportunities for Academy personnel to meet with parents.

Strategic Initiative 2

Increase early childhood career awareness.

An important finding in recent research on career decision-making is that young people have a limited view of many of the careers not requiring a four-year college degree. A central underpinning of our strategic plan is that young people need to be introduced to a variety of careers and learn about work much earlier in their education. This starts at the elementary level through educational programs and direct exposure and interaction with real jobs.



All elementary students will receive a well-rounded career awareness education, through hands-on activity, in which they will be exposed to the different career clusters and be able to identify personal careers of interest while demonstrating a mindset of curiosity and reasoning.

Goal 1. Create engaged exposure to a variety of careers.

- 1.1 Appoint and train career awareness coordinator.
- 1.2 Introduce Academy concepts at teacher meetings.
- 1.3 Academy career awareness coordinator and staff facilitate professional development for teachers.

Goal 2. Develop well-rounded career awareness education.

- 2.1 Organize K-8 task force of teachers/administrators to develop program components for career awareness education.
 - Identify the most effective models and strategies for early career exposure and align funding.
 - Develop materials to illustrate career attributes, i.e., videos, demonstrations, class projects, hands-on activities.
- 2.2 Influence policy shifts to allow time for career education.

Goal 3. Engage business and industry.

- 3.1 Form advisory committee to include employers and teachers.
 - Prioritize opportunities for students to hear from industry, i.e., career fairs, speaker engagements, visit parents at work, workplace tours.

Goal 4. Gain teacher support.

- 4.1 Academy has regular engagement with teachers/school administrators.
- 4.2 Assess student awareness of career options.
- 4.3 Assess teacher support.
- 4.4 Teachers will have credentials required to offer professional certifications.

Goal 5. Engage parents of elementary school students.

- 5.1 Provide regular opportunities for Academy personnel to meet with parents.

Strategic Initiative 3

Prepare middle school students for career pathway decisions through exploration.

Students will be given the opportunity to explore career options that will motivate them to learn about careers, the skills needed in each field of work and the educational options to fulfill a career path. This level gives students a more active role in selecting a career pathway that matches their interests through interaction.



All middle school students will be given the opportunity to identify their strengths and skills and explore real life work experiences through planned project-based learning from industry speakers, demonstrations and field trips that culminate in the understanding of connecting classroom education with the job skills necessary to pursue real life careers.

Goal 1. Identify student strengths and interests.

- 1.1 Use testing and other academic assessments to determine strengths.
- 1.2 Relate skills and interests to careers.

Goal 2. Begin five-year career path planning.

- 2.1 Determine strategies for preparing students for college and career assessments.
- 2.2 Offer career exploration fair, field trips, videos, and speakers.

Goal 3. Engage business and industry.

- 3.1 Work with businesses to develop and keep program current.
- 3.2 Promote to other businesses and industries that might be interested.
- 3.3 Form advisory committee to include employers and teachers.

Goal 4. Gain teacher support.

- 4.1 Academy will have regular engagement with teachers/ school administrators.
- 4.2 Assess student awareness of career options.
- 4.3 Assess teacher support.
- 4.4 Teachers have individual learning plans by grade level.
- 4.5 Need teacher assessment training (are there standards to follow?).
- 4.6 Teachers will have the required professional certifications.

Goal 5. Engage parents of middle school students.

- 5.1 Provide regular opportunities for Academy personnel to meet with parents.

Strategic Initiative 4

Invest high school students in career path preparation and participation.

Career preparation marks a shift in the continuum, moving students into more active experiential programs for career readiness. It includes more interaction with professionals from businesses and the community and is designed to give students supervised, practical hands-on application through the Academy.



All high school students will be personally invested in their career path and be able to make informed educational decisions through job shadows, internships with hands-on experience and counseling to be college and/or career ready.

Goal 1. Match curriculum with skill set.

- 1.1 Review and follow individual learning plans that were put into place.
- 1.2 Students meet with school counselor to discuss progress plan towards graduation.
- 1.3 Ninth graders participate in freshman Academy transition course.
- 1.4 Introduce Academy summer classes.

Goal 2. Provide direct exposure to chosen career(s), i.e., doing, hands-on, internships, etc.

- 2.1 Organize high school task force of teachers/administrators/counselors to develop curriculum components.
- 2.2 Offer career fairs, field trips, speakers to explore and discuss career options.
- 2.3 Look at options for internships, apprenticeships, job shadowing, mentorships.

Goal 3. Engage business and industry.

- 3.1 Continue meetings with business and industry to get their buy-in and make sure it is relevant to what their needs are.
- 3.2 Form advisory committee to include employers and teachers.

Goal 4. Gain teacher support.

- 4.1 Continue workshops and guidelines for teachers.
- 4.2 Teachers will have the required professional certifications.
- 4.3 Organize teacher round tables for learning and training.

Goal 5. Engage parents of high school students.

- 5.1 Provide regular opportunities for Academy personnel to meet with parents.

Strategic Initiative 5

Create opportunity for incumbent workers and new Americans to enter workforce.

The Academy will provide an additional way to increase the workforce in Cass and Clay counties and help meet the employee recruitment needs of business and industry. The Academy will be active in training and retraining individuals looking to enter the workforce in specific job skill areas. This will not be a separate program, but one that is combined with regular classes.

Goal 1. Determine skill sets and interests.

- 1.1 Assess skill sets by testing.
- 1.2 Assess interests by exploring options.

Goal 2. Assess gaps in learning and skills.

- 2.1 Assess student learning needs prior to attending classes.
- 2.2 Assess additional training needs at the end of classes.

Goal 3. Align training/education to meet employer needs.

- 3.1 Create plan.

Goal 4. Provide training, curriculum, etc.

Strategic Initiative 6

Curriculum development and implementation.

Critical to achieving the outcomes of the Academy is alignment of the curriculum to the interests of the students and the skill sets necessary to fulfill the needs of business and industry. Curriculum will be designed around identified cluster groups and must meet state educational and/or certification requirements. It will also need to be fluid and have the ability to adjust to changing skill sets and career shifts.

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.
- 1.3 Utilize employer-driven work-based learning to assure on-the-job competencies.
- 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.
- 1.5 Document best practices of employer-driven models.
 - Seek curriculum sharing from other programs.
- 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.
- 2.2 Incorporate best practices into curriculum development efforts.
- 2.3 Identify skills deemed essential for employment by cluster.
 - Develop effective practices.
 - Provide plan for implementation of training.
 - Create a rubric to measure performance outcomes.
 - Engage student employees to assess level of effective training.

Goal 3. Align to North Dakota and Minnesota school standards.

- 3.1** Curriculum team will lead this effort, assigning tasks to groups at the three academic levels, i.e., K-6, middle school, high school.
- Work with North Dakota Department of Career and Technical Education.
 - Work with North Dakota Department of Public Instruction.
 - Work with Minnesota Department of Education.

Goal 4. Meet accreditation requirements.

- 4.1** Identify accrediting bodies for appropriate discipline, including K-12 and post-secondary.
- 4.2** Establish protocol and procedures to ensure accreditation is being monitored.

Goal 5. Teacher professional development and certification.

- 5.1** Meet credentials for professional certificates.
- 5.2** Assessment training.
- 5.3** Guidelines or workshops for working with businesses.

Goal 6. Align with North Dakota and Minnesota CTE objectives.

- 6.1** High school curriculum team will lead effort to assure CTE objectives are aligned with Academy curriculum.
- Work with North Dakota Department of Career and Technical Education.
 - Work with Minnesota Department of Education's CTE unit.

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 8. Identify faculty to teach curriculum.

- 8.1** Identify the teacher persona that is needed for these positions.
- 8.2** Identify teachers that match the persona.

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.

Goal 10. Increase support for dual credit/early college models.

10.1 Set up committee to review and monitor dual credit/early college models.

10.2 Coordinate with post-secondary institutions and governing bodies.

- Suggest policy changes as needed at K-12 and post-secondary level.
- Oversee various registration procedures.

Goal 11. Imbed “soft skills” across curriculum.

11.1 Set up committee to determine what “soft skills” are needed and feasible.

- Review best practices and academic literature.

11.2 Determine processes to implement the introduction of soft skills into curriculum.

- Monitor process in which soft skills are incorporated across curriculum.

Strategic Initiative 7

Align scheduling.

Due to the number of school districts, this is one of the most difficult initiatives to administer. Flexibility and willingness to alter current set practices will be needed to accommodate the needs of students and the availability of instructors and classrooms. Many elements will have to be considered at the high school level to achieve success, including transportation, extracurricular activities and maintaining graduation standards. For incumbent workers and new Americans, language and current employment could be obstacles.

Goal 1. Influence policy for more K-12 hands-on training.

- 1.1** Hold ongoing meetings with top leadership of the Academy, participating school districts and participating post-secondary institutions.
- 1.2** Involve all Academy-related advisory groups, curriculum committees and other groups.
- 1.3** Hold period public meetings conveying the work and goals of the Academy.

Goal 2. Hire scheduling coordinator to facilitate Academy class schedules.

- 2.1** Establish scheduling committee with representation from all participating high schools and post-secondary institutions.
- 2.2** Scheduling coordinator will maintain regular contact and interaction with classroom schedulers at all participating high schools and post-secondary institutions.
- 2.3** Scheduling coordinator will identify data sources and how to access and use data needed to develop Academy schedule.

Goal 3. Identify existing class schedules for CTE-related courses at participating high schools and post-secondary institutions.

- 3.1** Academy class scheduler will develop process and data system in collaboration with school schedulers.
- 3.2** Academy class scheduler in cooperation with scheduling committee and curriculum committees will develop a process to prioritize CTE-related courses.

Goal 4. Align and coordinate schedules of high schools and Academy.

- 4.1** Using data acquired by Academy scheduler, the scheduler and scheduling committee will develop prototype of Academy schedule that works with class schedules at high schools and post-secondary institutions.
- 4.2** Academy director and Academy scheduler will prepare/aggregate/disseminate prototype of Academy schedule and relevant data in advance of meeting focused on scheduling.
- 4.3** Curriculum committee chairs, school schedulers and school leaders (or their representatives) will meet to review prototype of Academy schedule that works with class schedules at high schools and post-secondary institutions.
- 4.4** Academy scheduler will revise/amend Academy schedule based on input from meeting.

Goal 5. Develop transportation plan for class and extracurricular activities.

- 5.1** Academy director will assign transportation planning and oversight to staff with responsibility as Academy transportation coordinator.
- 5.2** Transportation coordinator will establish transportation committee including school district staff responsible for transportation/busing.
- 5.3** Transportation coordinator, with input from transportation committee, will develop plan to transport Academy students to and from schools.

Goal 6. Streamline and facilitate process for registration, credits, etc.

- 6.1** An Academy registration task force will be established to facilitate registration procedures among participating schools and post-secondary institutions.

Goal 7. Engage parents at all levels.

- 7.1** Provide regular opportunities for Academy personnel to meet with parents.
- 7.2** Hold annual public forums on Academy scheduling, registration and transportation.

Strategic Initiative 8

Strengthen connections.

A key intention of the Academy is to strengthen the connections between businesses and the education stakeholders, and among districts, two-year colleges and other institutions. Stronger relationships will help develop seamless transitions through the continuum and help align the desired outcomes. They will also help increase the confidence level of all stakeholders.

Goal 1. Build relationships of and assurances for state and local educational systems on value and outcomes of Academy.

- 1.1** Develop training for counselors at all levels to participate together to build relationships and assure consistent content messaging.
- 1.2** Ensure ongoing and consistent communications.
 - Share data across all systems.
- 1.3** Establish and approve priorities as they impact each educational partner.

Goal 2. Become true partners with business and industry in mission and vision of Academy by sector-based engagement and development efforts in order to identify with and respond to workforce challenges and needs.

- 2.1** Hire Academy business partner coach (works with the businesses and teachers to ensure needs are being met).
- 2.2** Engage business in the design and delivery of training programs.
 - Utilize industry subject matter experts.
 - Assure the ability to meet their needs in development of curriculum and instruction.
- 2.3** Develop outreach program.
 - Conduct meetings for businesses and education stakeholders to keep communication open.
 - Establish business and industry advisory group, including workforce organizations, i.e., chamber, GFMEDC, VPP, to assess business needs.
 - Document engagement concerns, solutions.
 - Be responsive and adaptive to the changing needs of employers.

Goal 3. Participate in local economic development planning, workforce activities and initiatives to understand and communicate role of Academy and build trust.

- 3.1** Adopt joint goals that will incentivize partner collaboration.
 - Identify responsibilities so educational systems have clear objective.

Goal 4. Better understand and identify the roles of K-12 districts, adult education, CTE, NDSCS and other contributing entities as a way to build stronger relationships.

Goal 5. Engage with students at appropriate level, allowing them to be a “partner” in the development of programs.

- 5.1 Assess students’ perceptions of the Academy and where it can be improved.
- 5.2 Find out what the student needs are and if there is an interest in the proposed curriculum.

Goal 6. Engage parents, allowing them to be a “partner” in giving feedback to the Academy.

- 6.1 Provide regular opportunities for Academy personnel to meet with parents.
- 6.2 Hold open house at Academy for parents.

Strategic Initiative 9

Educate stakeholders, partners, influencers and community of the value of the Academy.

Creating an atmosphere of support for our role in developing careers in technical and trade careers will be an important objective for us. This includes changing perceptions apparent at multiple levels; parents, students, and even counselors and teachers themselves have been found to promote the four-year degree as the “ideal” career choice, discounting a two-year degree mostly due to lack of awareness of its benefits. To realize desired Academy outcomes, intentional efforts will be developed and implemented to change inaccurate or limited perceptions of technical and trade careers. In addition, education of policy makers will help in changing and developing policy that allows the Academy build successful programs.

Goal 1. Review current perceptions and raise awareness of career opportunities

- 1.1** Conduct an assessment of the current understanding and perspectives to develop a baseline of knowledge gaps and misconceptions.
 - Utilize current research where available.
 - Parents’, students’ and counselors’ current perceptions are key to determining needed messaging.
- 1.2** Build factual background on advantages of expanding perceptions of career options and the success of the Academy approach.

Goal 2. Change policies and regulations that are roadblocks in developing a smooth path for students to receive necessary education from career awareness through training and degree and/or certificate achievement.

- 2.1** Develop comprehensive policy document on policies that impact the Academy, i.e., dual credits, scheduling for awareness education, scheduling for Academy attendance.
 - Build case and messaging for updating policies.
- 2.2** Understand regulations that hinder the system’s ability to move forward quickly to meet community and business partners’ needs.
- 2.3** Partner with key partners to advocate for necessary changes.

Goal 3. Develop and implement comprehensive communications plan to build awareness of Academy and influence perceptions of technical and trade degrees.

- 3.1** Identify target audiences and build database by category.
- 3.2** Develop key messages and construct message matrix by key audience categories.
 - Review all stakeholders’ messaging and speak as one voice.
- 3.3** Determine best vehicles for delivering messages.
- 3.4** Develop materials to promote Academy.
 - Materials will be audience-based.
 - Demonstrate ROI for business, community.

Goal 4. Identify and engage community and state partners, organizations, and networks in support of Academy.

- 4.1** Encourage and secure local government support.
- 4.2** Utilize existing support from work force advocates to help tell the Academy story, i.e., local and state chamber, GFMEDC, Department of Commerce, Valley Prosperity Partnership.
 - Arm them with key messaging and materials.
- 4.3** Make ambassadors of community-based organizations that are not part of the educational system but are educational in nature, i.e., DECA, FFA, Boy/Girl Scouts.
 - Engage their leadership in delivering a broader perspective on career exposure through exploration activities.

EVALUATING PROGRESS

An important part of any venture is the evaluation of all the strategic initiatives. This will help determine progress, what is working and what can be improved. The first step in any evaluation is to set goals and determine what key performance indicators (KPIs) will be most important in moving forward. A number of areas were discussed and many of them will be used in multiple strategic areas. The following KPIs have been identified as valuable in determining the success of the Academy.

- Results of existing standardized assessment measurements that have components related to Academy goals.
- Classroom time (hours) devoted to career awareness, exploration and preparation in K-12 settings.
- The number and quality of engagements between schools and business/industry.
- The number of high school students taking Academy coursework.
- The number of teachers participating in Academy class offerings.
- High school retention and graduation rates.
- High school graduates going on to two- and four-year colleges.
- High school graduates obtaining jobs in technical and trade careers right out of high school.
- The number of incumbent workers and new Americans in the trade and technology area through the Academy.
- Employment statistics from Cass and Clay Counties.
- Satisfaction ratings from students, school teachers, college faculty, administrators, parents and employers (ratings would be on a variety of relevant topics).
- Perception of two-year degrees among stakeholders.
- Perceived value of Academy among stakeholders.
- External academic accreditation reviews for both K-12 schools and post-secondary institutions.
- The findings from regular, ongoing program evaluation of Academy.

Advisory groups/committees

An important inclusion in the Cass-Clay Career Workforce Academy Strategic Plan is the notion of participation and transparency. This is based on the idea that an organization that involves actors, administrators and stakeholders from many diverse areas will function at an optimal level if the voices of the various groups can be represented in decision-making and allocation of effort and resources. This representation of participant views is demonstrated by the numerous advisory groups and committees described in the Academy Strategic Plan. Below, the various groups and committees identified in the Strategic Plan are enumerated with their membership noted.

Academy Steering Committee

Academy Leadership Team under NDSCS

Advisory board from K-12, two-year colleges, businesses and industry representatives

K-8 task force of teachers/administrators

Advisory committee of employers and teachers for K-8

Advisory committee of employers and teachers for middle school

High school task force of teachers/administrators/counselors for curriculum

Advisory committee of employers and teachers for high school

Curriculum team from all three stakeholder groups for overall K-12

Committee to develop matrix on existing course offerings

Committee to review and monitor dual credit/early college models

Committee to determine what “soft skills” are needed

Scheduling committee with representation from all participating high schools and post-secondary institutions

Transportation committee including school district staff responsible for transportation/busing

Registration task force

References and contributors

In the development of the Cass-Clay Workforce Academy Strategic Plan, background research included reviewing relevant topical information found in academic literature and at the websites of professional associations, think tanks, universities and K-12 schools/academies. Additional information was also acquired by communicating directly with individuals knowledgeable about academies in various parts of the country. Multiple telephone interviews were also conducted with business and industry leaders in the Cass-Clay community to gain further understanding of the local dimension and interest in the Academy.

Below are those organizations included in the research conducted in the production of the Academy Strategic Plan:

Bismarck Career Academy, Bismarck, ND
 CTE Academy, Sioux Falls, SD
 Linked Learning, Sacramento, CA
 The Academies of Nashville, Nashville, TN
 National Career Academy Coalition (NCAC), Nashville, TN
 North Dakota Department of Public Instruction
 Career Academy Support Network (CASN), Berkeley, CA
 Advance CTE, Silver Springs, MD
 Association for Career & Technical Education (ACTE), Alexandria, VA
 Career and Technical Education, Lake County Schools, FL
 Illinois Community College Board, Springfield, IL
 Metro Career Academy, Oklahoma City, OK

Business leaders representing the following:

FM Area Foundation
 First International Bank
 WCCO Belting
 Cardinal IG
 Intercept Corp
 Cass County Electric
 General Equipment
 Industrial Builders
 Matrix Properties
 McNeilus Steel
 Xcel Energy
 Midco

K-12 Participants in the Strategy Planning Input Groups

NDSCS Participants in the Strategy Planning Input Groups



January 16, 2023

Members of the North Dakota
HOUSE APPROPRIATIONS COMMITTEE
RE: Support for HB1199

Chairperson Vigessaa and members of the House Appropriations Committee,

Thank you for the opportunity to provide written testimony in support of HB1199. My name is Denise Jonas, Director of Career and Technical Education for the Cass County Career and Technical Education Center (C3TEC), supporting career and technical education (CTE) programs in Central Cass, Fargo, Northern Cass, and West Fargo Public Schools.

During the North Dakota - 67th Legislative Assembly, leaders committed to a state-wide vision for area career and technical education centers under HB1015 – Section 6. The goal, expand learner access to CTE for communities across the state. The strategy, Federal Coronavirus Capital grant funds. Unfortunately, these federal funds have not been released, thus delaying most capital projects and program delivery in all communities. Delays are now contributing to increased project expenses and program cuts due to material costs, labor increases, and growing inflation.

We ask for your support now in the 2023 - 68th Legislative Assembly to approve HB1199 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.

In Cass County, collaborative discussions around the potential for an area career and technical education center began in 2016. The vision to create a systemic career education network through public, private, and business partnerships was sparked by the collective insight of C3TEC school districts, NDSCS, and the NDSCS Alumni Foundation. This expanded to partnership discussions with business and industry, the cities of Fargo and West Fargo, the Cass County Commission, FM Economic Development, FMWF Chamber of Commerce, and local legislators. The wheels were in motion and driven to improve K-14 career education and exploration experiences, while aligning college preparation and partnership strategies for stronger recruitment and retention of future students and employees in the community and state.

Over the past six years, our concerted efforts have moved this vision forward through strategic action, stakeholder input, and fundraising. The timeline below depicts the journey and on-going commitment by stakeholders to see this project to fruition. From this focused work, the Career Innovation Center (CIC) was born and launched.

- 2017-2018 Phase I: Stakeholder input sessions and CIC Strategic Plan completed
- 2018-2019 Phase II: K-14 Program Priorities and Curriculum audit completed to identify program areas
- 2019-2020 Operations: strategic discussions related to fundraising, operational budget, governance, agreements
- 2020-2021 Phase III: architecture selection, design, instructor input, renderings, preliminary material bids, etc.
- July 2021 Groundbreaking: Project Construction - Step 1
- 2021-2022 Federal Coronavirus grant application and project approval to support Step 2
- 2021-2022 Construction delays due to federal funding, project guidance, and supply chain disruptions
- 2022-2023 Legislative advocacy to federal leaders for funds and ND leaders for emergency action

The CIC project is a unique, multi-pronged collaborative approach between the C3TEC school districts, a post-secondary institution, a foundation, municipalities, and industry. Support for HB1199 would expand flexibility for this unique project and accelerate delayed construction.

Cass County currently enrolls 22-25% of North Dakota's K-12 student population. We have a desire to innovate and expand career exploration while creating strong post-secondary connections. As one of the fastest growing regions in North Dakota, workforce is also at the forefront of economic development, thus business partnerships make sense for relevance. As a community, the CIC is one strategy in our collaborative network to expand career exploration, align curriculums, and centralize workforce training.

The CIC, along with twelve approved area career and technical education projects have met, and still meet, the intent and vision of HB1015 – Section 6, yet are at a relative standstill with federal funding delays and policy requirements. We thank you for your “DO PASS” vote on HB1199 with the proposed amendment.

Sincerely,

Denise D. Jonas

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

Cc:

Patti Stedman, C3TEC Governance Board President
Penny Johnson, C3TEC Governance Board
Seth Holden, C3TEC Governance Board
Katie Christensen, C3TEC Governance Board
Nikki Gullickson, C3TEC Governance Board
Todd Sears, C3TEC Governance Board
Joe Morken, C3TEC Governance Board
Morgan Forness, Central Cass Superintendent
Dr. Rupak Gandhi, Fargo Superintendent
Dr. Bob Grosz, Fargo Associate Superintendent
Dr. Cory Steiner, Northern Cass Superintendent
Beth Slette, West Fargo Superintendent
Vincent Williams, West Fargo Assistant Superintendent
Pam Utt, Central Cass Business Manager
Jackie Gapp, Fargo Business Manager
Paige Carlson, Northern Cass Business Manager
Levi Bachmeier, West Fargo Business Manager



Honorable Don Vigessa
House Appropriations
600 East Boulevard
Bismarck, ND 58505-0360

January 18, 2023

RE: Letter of Support for House Bill 1199

Dear Chairman Rep. Don Vigessa,

Fifty-three counties in North Dakota. Of those, not one has reported an active resume rate greater than one within the past year, according to the North Dakota Labor Market Information Center. As of December 2022, there were more than 10 active resumes for every one job posted online - a statistical representation of an issue plaguing businesses statewide: a severe workforce shortage.

In Williston alone, three restaurants closed in 2022 due to the lack of labor. Rig counts are down, daycares are struggling, quality of service is suffering, employees are overworked, company growth is stifled, quality of education is hindered, and investment is obstructed. But the impacts of the workforce shortage go beyond the walls of a business, the boundaries of a city, and the confines of a region – they have statewide implications. Bottom line: income and growth across the board are constrained without an adequate workforce.

People are a company's most valuable asset, and this is a stark reminder of that truth. Therefore, we must look at new ways to invest in people. The installation of Career and Technical Education centers across the state is an opportunity to invest in North Dakotans.

A delay in federal funding has delayed construction of these centers – including one in Williston, for which \$10 million was earmarked. In the meantime, labor and material costs have increased, inflating projects costs. Today, we have the chance to fill those gaps with funding from the Bank of North Dakota until that federal money comes through, avoiding more costly delays.

Introducing CTE centers and the hands-on training they provide would give our students more satisfaction, access to new, in-demand skills – such as UAS (unmanned aircraft systems) operations and advancements in the oil and gas industry here in northwestern North Dakota – and fast-track their entry into the workforce in their own communities. Investing in their futures is investing in North Dakota's long-term success.

The Williston Area Chamber of Commerce (WACC) supports House Bill 1199 and encourages its passage. Thank you for considering funding that has the potential to save businesses, encourage growth and opportunity, increase the state's bottom line, and change lives.

Sincerely,

Anna Nelson
President
Williston Area Chamber of Commerce

701-577-6000

PO Box G | 10 Main Street

Williston, ND 58802



1 HB1199

2 Testimony in support

3 Good morning. Chairman Vigesa and members of the House
4 Appropriations Committee. For the record my name is Kevin Hoherz, and I am
5 here representing the North Dakota Council of Educational Leaders representing
6 your school leaders across North Dakota.

7 We are here to provide testimony for HB 1199. As you know, many districts
8 applied for a share of a matching grant that totaled amount of \$68,276,228. These
9 funds were to be appropriated from the federal coronavirus capital projects fund
10 to the department of career and technical education for the statewide area and
11 career center initiative grant program. This grant program was Intend for the
12 development of CTE Career Centers.

13 I was the Dickinson High School principal at the time the grant was made
14 available. We worked on our application to assist in the funding for the career
15 center we have been developing. Like the other school districts that were
16 counting on the grant, not receiving the matching grant was stressful and
17 disappointing. We had to delay the full implementation of the academy
18 programming we planned for our students to be career and choice ready.

19 Appropriating the funds requested in HB 1199 will be an important step to
20 help get the career academies moving froward. NDCEL will work with legislatures
21 on the national and state levels to get the funds appropriated to the Department
22 of Career and Technical Education. We also feel the loan is a safe risk for the
23 state with the repayment plan.

24 Thank you for your time and we would appreciate your support for HB 1199.



Letter of Support – HB 1199

January 18th, 2023

Chairman Vigeesa and members of the House Appropriations Committee:

For the record, my name is Bernie Dardis and I have the pleasure of serving as Mayor of the City of West Fargo. I respectfully offer testimony in support of House Bill 1199, with the friendly amendment, and ask that the legislature expedite this much-needed funding for our career and technical education centers.

As you may know, West Fargo is one of the fastest-growing cities in the state of North Dakota. Just in 2021, the City of West Fargo's manufacturing industry increased by 400 jobs or 20%. In order to sustain this tremendous growth, we must continue to attract, retain, and develop skilled workers to fill the thousands of open jobs that exist within our city, region, and state. This project brings together local school districts and North Dakota State College of Science (NDSCS) to serve nearly 3,000 K-12, college, and workforce training students.

Creative workforce solutions, like the Cass County Career Innovation Center is truly a collaborative effort amongst our whole community to tackle this workforce crisis. Almost 10 years ago, community and educational leaders recognized the future demand for workforce and began crafting solutions to address this crisis. Since its inception, the Career Innovation Center has received incredible support from our community, establishing strong public and private partners including: NDSCS, four Cass County K-12 school districts, FM Home Builders Association, the NDSCS Alumni Foundation, the Cities of West Fargo and Fargo, Cass County, the FMWF Chamber, Economic Development Corporation, and numerous private businesses.

Local government entities, such as Cass County, the City of West Fargo, and the City of Fargo, have all stepped up to financially support the project, as it holistically addresses the unmet training demands of our entire region. We were thankful that during the special session of the legislative assembly, the state also allocated funds to academies across the state to support state-of-the-art education and training experiences, chipping away at our region's workforce demands. We are thankful to the Legislative Leaders for introducing this bill so that we can utilize the allocated funds in a timely manner, avoiding additional inflationary costs beyond what we've incurred.

In addition to unlocking these funds, Representative Swiontek's friendly amendment allows for foundations, such as the NDSCS Foundation, to be the recipient of these much-needed funds to move our project forward. We believe the NDSCS Foundation is well-positioned to lead the construction of this project as they have owned the building that has been providing CTE instruction to high school students in our region since 1997. From the very beginning, our community has utilized a collaborative approach, engaging the private sector, local governments, school districts, and NDSCS and its foundation. This amendment would simply allow our region's project, as well as others with this collaborative model, to proceed as planned and bring meaningful programming to students.

Mr. Chair and members of this committee, I would like to thank you for your time and consideration this morning. I respectfully ask that HB 1199 be expedited through the legislative process to provide this much-needed funding to our career and technical education centers across the state.

Respectfully,

Mayor Bernie Dardis
City of West Fargo
Bernie.Dardis@westfargond.gov

House Appropriations HB1199

January 18, 2023

Chairman Vigesaa and members of the House Appropriations Committee, for the record, my name is Wayde Sick, State Director for the Department of Career and Technical Education. I am here to testify in support of HB1199.

During the 2021 Special Legislative Session, the Department of Career and Technical Education was appropriated approximately \$88.3 million dollars for the construction, renovation, maintenance and equipment of Career and Technical Education Centers. The source of these funds was \$20M in America Recovery Plan Act funds and \$68.3M of Coronavirus Capital Projects Funds. The state has access to the \$20M but is still waiting for access to the Coronavirus Capital Projects Funds. The State submitted its Grant Application to the United State Treasury in December 2021, shortly after the adjournment of the special session, which was approved. The State's Grant Plan was submitted in February 2022. To date, the Coronavirus Capital Projects Funds have still not been released by the US Treasury for the CTE Capital Projects program.

Currently, there are thirteen projects, across the state of North Dakota, involving approximately one-hundred school districts, eleven post-secondary institutions, many workforce development partners and thousands of high school and post-secondary students and workforce training recipients waiting to move forward. Not to mention, many private sector partners, that provided much of the required grant match.

HB1199 would provide the Department of Career and Technical Education loan authority, through the Bank of North Dakota to help move these approved projects

forward. The grantees have been waiting patiently, unable to go out for bid, secure contractors and expand CTE programming. This loan authority will give them a level of security, knowing they can progress in their work, and hopefully, not miss yet another construction season. This delay in access to funds has also negatively impacted the success of these projects, due to increase in construction costs.

Representative Swiontek has proposed an amendment, which would allow the Department to grant funds to a foundation. Currently, NDCTE only has the authority to grant funds to a school district, on behalf of the project. The amendment would provide flexibility to grant funds to a foundation, which would benefit the Cass County CTE Center project. The Cass County project is a unique partnership between the school districts and NDSCS. This flexibility will help ensure success and access to high school and post-secondary students in the Cass County area.

This concludes my testimony, and I am happy to stand for any questions.



Testimony in support of House Bill 1199
House Appropriations Committee | January 18 | 9:15am

Chairman Vigesaa and members of the House Appropriations Committee,

I am writing in support of HB 1199, the bill to provide an appropriation to the department of career and technical education for the statewide area and career center initiative grant program. The bill would authorize a Bank of North Dakota line of credit for the construction of the new and expanded career and technical education centers. The largest school district in Williams County, Williston Basin School District #7 (WBSD7), is one of the grant recipients. Williams County is a matching entity, having granted \$5 million for the construction of the Williston Basin Career and Technical Education Center.

WBSD7 hopes to have the new Center open by August 2024. They are currently working with architects and a construction manager at risk to make their ambitious timeline come to fruition. With each month that this construction project is delayed, costs will continue to increase; one more reason to prioritize releasing funds and expedite project completion.

The workforce challenges that our area is currently facing span many industries, including energy, health sciences, and childcare. The Williston Basin CTE Center will provide exposure to careers in the areas of health sciences, automotive and diesel technology, aviation and drone technology, family and consumer sciences, agriculture, and information technology. This center cannot be constructed soon enough!

Again, we are seeking your support for HB199 to enable the release of funds to grant recipients through a Bank of North Dakota line of credit.

Thank you for your time and consideration,

A handwritten signature in blue ink that reads "Helen Askim".

Helen Askim
Williams County Administrator

Helen Askim, Williams County Administrator

TESTIMONY



JANUARY 17, 2023

HB 1199 **HOUSE APPROPRIATIONS COMMITTEE**

Mr. Chairman and members of the committee:

My name is Kayla Pulvermacher, and I represent the North Dakota Association of Builders (NDAB). NDAB represents our state's homebuilding industry with 1500 members across North Dakota.

The North Dakota Association of Builders stands in support of HB 1199. The demand for career and technical centers has never been so immense; while North Dakota faces a shortage of workforce with the skills and knowledge required to build, update, and maintain homes, these vital educational centers will cultivate the functional skills and knowledge required to successfully build and diversify the housing inventory that North Dakota so desperately needs.

The current state of our country's economy has created many obstacles; the building industry has been no stranger to the challenges seen in recent years. That said, the promise made to our public-private partners to continue the elevation of career and technical education is one we must keep. HB 1199 creates a solution through the Bank of North Dakota so we can continue the path to expanding our workforce for years to come.

Thank you, Mr. Chairman, for the opportunity to voice our support.

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 18, 2023

Chairman Vigesaa and Members of the House Appropriations-

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.

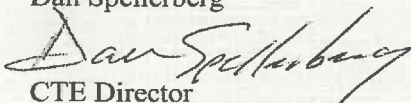
As Director of the Southeast Region Career & Technology Center, I am providing written testimony in support of HB1199. Your vote backing this request is critical to Career and Technical Education in our state. In 2021 the state was made aware and the 67th legislative assembly allocated 68 million dollars of federal funds for the ND CTE department to distribute on a competitive basis under the Coronavirus Capital Projects Grant. As a center Director, I asked all 14 of our member schools how could we enhance CTE in our member schools. Several of the schools instantly implemented a needs assessment to determine local industry and CTE needs. We identified several projects that would enhance and expand CTE opportunities to our students and our member schools. We prioritized our request, with the following projects -

- Priority 1) The building of a new CTE Center branch in South Central North Dakota, it will initially serve the communities of Edgeley, Ellendale, and Kulm by providing high quality comprehensive career and technical education opportunities for school aged and adult learners. We currently have facilities in Wahpeton and Oakes; this would create a third site to service our western side of SRCTC.
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We submitted our grant application to NDCTE office in October of 2021, and December of 2021. NDCTE approved \$2,979,975 towards our projects. We asked for what we projected our project to cost back in October. We are approaching a year since we were approved and have moved forward with several of our projects, but are limited on funds, as our dollar matching funds will only take our projects so far. We need the dollars promised to us to be able to finish these projects. We want to be able to meet the guidelines outlined in the grant agreement by having our CTE projects completed by 2024. With HB1199, I value our state's willingness to immediately address the delays in the matching funds for the approved CTE center applications. This bill serves as a positive step forward in allowing the projects to reclaim momentum in the collective efforts to expand and provide high quality CTE programs for our respective regions.

I would respectfully ask the Committee to provide a DO PASS recommendation and when the discussion regarding additional funds for the CTE centers to address cost overruns and inflationary costs emerges before this committee, to be equally as supportive.
Respectfully Submitted,

Dan Spellerberg



CTE Director
Southeast Region Career & Technology Center

*Educational Opportunities
Through Cooperation and Technology*





FMWF Chamber Support for HB 1199

01/18/2023

Chairman Vigesaa and members of the House Appropriations Committee:

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 1199, with Representative Swiontek's friendly amendment.

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 would then expand the interior build-out of the building and establish additional programming, utilizing the 10 million dollars allocated during the special session. Finally, Phase 3 of the project would fully build out the entire 115,000+ sq. ft. space and finalize all programming aspects, should we be fortunate enough to receive inflationary impact funds, as recommended in the governor's budget recommendation. Access to the previously allocated 10 million dollars, with Rep. Swiontek's amendment, is crucial to this project's progression.

On behalf of our members, I would like to thank the committee for their time and consideration this morning.

Respectfully,



Shannon Full
President/CEO
FMWF Chamber of Commerce
sfull@fmwfchamber.com



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Testimony before House Appropriations

January 18, 2023

Todd Steinwand, President

Bank of North Dakota

Mr. Chairman and members of the Committee. I am Todd Steinwand, President and CEO of the Bank of North Dakota. I am here today to support the proposed amendment to HB1199 providing an appropriation of \$20,000,000 to Bank of North Dakota for its Partnership in Supporting Community Partnership (PACE) programs. The PACE programs are a public-private partnership with local financial institutions and communities intended to support economic development and diversification in the state.

As with almost every BND loan program, a lead financial institution must initiate and underwrite the loan which is then "participated" with BND. The goal of the program is to provide a "buydown" of the interest rate for a project that meets program guidelines. The buydown amount is based on the amount of investment or number of jobs created and requires the community to participate by providing a local contribution amount based on a percentage assigned to the community.

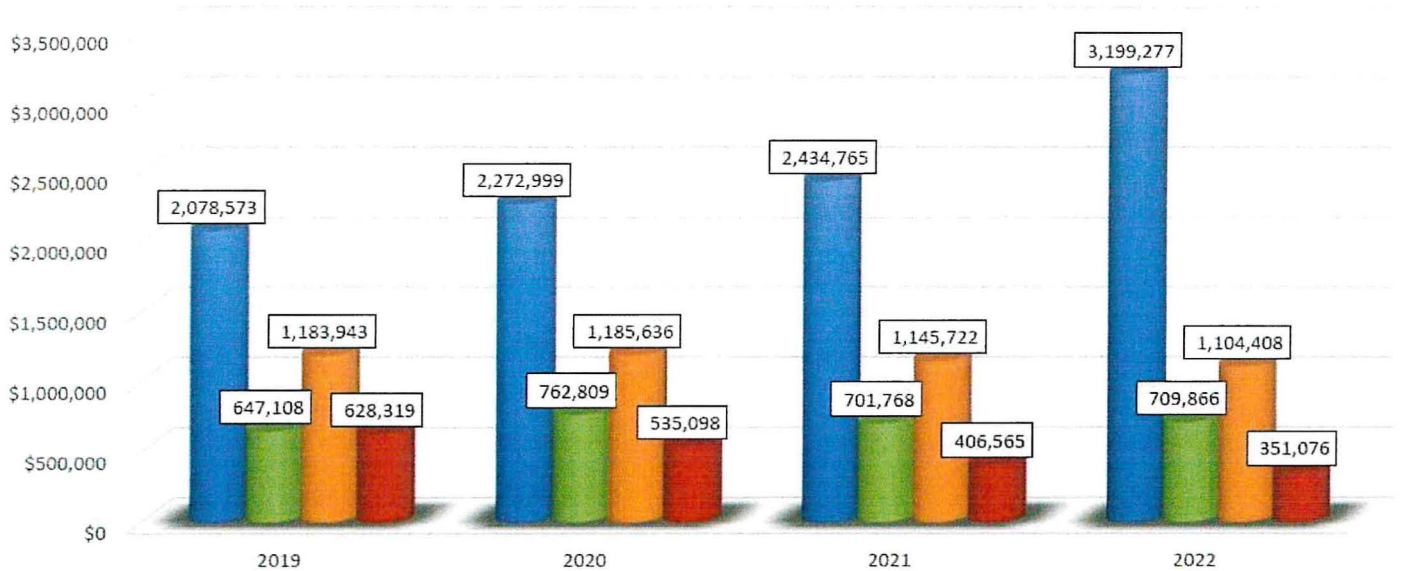
The normal process for allocating funding for the PACE programs is during the legislative session BND will provide, as part of its appropriation request, an amount for the anticipated need during that biennium. This amount is then appropriated from BND's earnings.

- In the 2019-2021 biennium, the appropriation was \$37,000,000.
- For the current biennium (2021-2023) the appropriation was \$40,000,000.

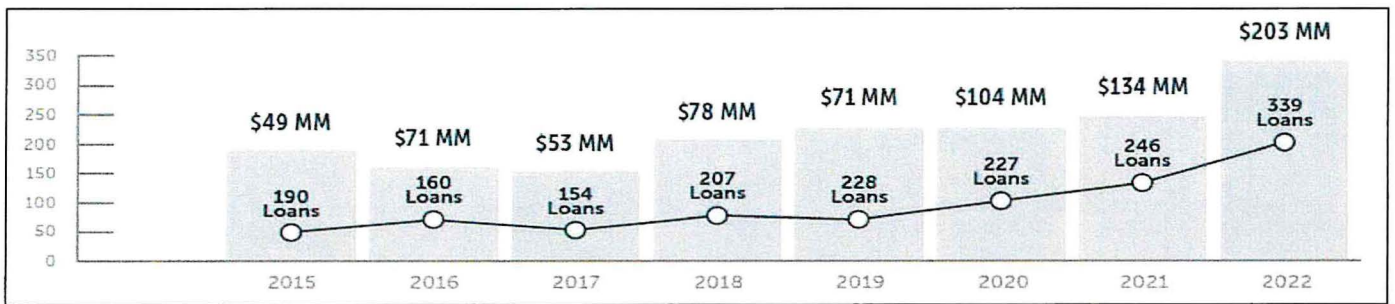
Normally, the \$40,000,000 appropriated would last the biennium. However, this is not a normal biennium. Over the last 2-years, BND's total loan volume, based on economic activity in North Dakota increased from \$1.756B in 2021 to \$2,830B in 2022. Today, commercial and Ag loans are almost \$4 with a total loan portfolio of approximately \$5.4B. The graph on the next page provides an overview of activity from the last four years.

BND Loan Portfolio 2019-2022

■ Commercial
 ■ Farm
 ■ Student
 ■ Residential



This substantial growth in the loan portfolio created increased demand on the PACE programs as well. Following is a chart representing the growth in the PACE program loans over the last 7-years. As you can see, in 2022, BND initiated over \$200m in loans in the PACE programs.



As a result of the tremendous growth and demand, the \$40,000,000 appropriated for this biennium was exhausted on January 1 with 6 months remaining in this biennium. Today, BND is requesting an appropriation of \$20m with an emergency clause to ensure the loans currently in process and anticipated for the rest of the biennium can be funded. On the following page, for your information is a chart showing the distribution of PACE loans over the last 7-years.

PACE Loan Originations 2015-2022

Loan types include:
PACE, Flex Pace and Agriculture PACE



Representative Mike Lefor

HB 1199 Testimony

Good morning chair Vigesaa, vice chair Kempenich, and members of the House appropriations committee, for the record my name is Mike Lefor and I represent District 37 – Dickinson in the House. I bring HB 1199 to you for your consideration.

During the special session of the legislative assembly, approximately \$88 million was allocated for the construction of career and tech academies in the state. These dollars were allocated through the federal government's American Rescue Plan or ARPA for short. Since then, only \$20 million of those dollars for authorized for this purpose.

As many as 13 projects were affected by this process and a partial release of funds, has stopped the progress of many of these projects. Additionally, with inflation and supply chain issues, the costs have risen since this was approved by the legislative assembly.

HB 1199 would move those dollars to these projects faster than it is expected to be released by the federal government and we would not lose another construction season. The remaining balance of this previously approved plan would be \$68,276,228 and would be moved through a line of credit at the Bank of North Dakota at prevailing interest rates.

Finally, the sum of up to \$2,000,000 in order pay interest to the bank. It is hoped that those dollars will become available within several months and that amount will not become necessary. The bill also provides that if the funds are not sufficient to repay the line of credit, the department of career and technical education shall request a deficiency appropriation from the 69th legislative assembly.

There is an emergency clause attached to the bill. Representative Swiontek has provided a friendly amendment to provide flexibility in entities authorized to receive the funds, which would allow projects to receive the funds through a foundation. I support the amendment. That completes my testimony and I ask for a do pass recommendation from the committee. Thank you.

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1199

Page 1, line 21, after the period insert "The department may award funding provided in this section to foundations that are working with school districts on career academy projects approved by the state board for career and technical education."

Re-number accordingly

STATEMENT OF PURPOSE OF AMENDMENT

This amendment 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.

23.0809.01002
Title.

Prepared by the Legislative Council staff for
Representative Swiontek
January 13, 2023

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1199

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Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT

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23.0809.01003
Title.

Prepared by the Legislative Council staff for
Representative Swiontek
January 17, 2023

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1199

Page 1, line 21, after the period insert "The department may award funding provided in this section to foundations that are working with school districts on career academy projects approved by the state board for career and technical education."

Page 2, line 10, after the period insert "The department may award funding provided in this section to foundations that are working with school districts on career academy projects approved by the state board for career and technical education."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT

This amendment 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.

HB 1199
Chairman Vigesaa
House Appropriations Committee
January 18th, 2023

Good morning. Chairman Vigesaa and members of the House Appropriations 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 1199 and its appropriation to allow for the grant funded allocations promised to school districts pursuing Career and Technical Education centers in North Dakota be fulfilled and allow for construction to be initiated and completed as intended.

The need for additional Career and Technical Education centers in our state was clearly defined and articulated with the grant allocation provided by the 2021 Legislative Assembly. The pursuit of workforce readiness and enhanced collaboration with our major industry partners and post-secondary institutions is the vision for most Centers and is certainly the mission of the Bakken Area Skills Center which was approved and allocated grant funds by the State Career and Technical Education Board in 2022. Delays in getting these Centers completed is counterproductive to the purposes envisioned and the immediate needs in our communities and regions. The workforce needs of our state correlated to the opportunities provided by the new Centers requires immediate attention and ultimately impact the economic success of our state and its taxpayers. The line of credit offered in HB 1199 will allow for the Centers to be completed as intended and begin to serve their purpose in the identified areas of need.

The delays in construction related to the uncertainty and unavailability of grant funds for awarded school districts have come at a cost to the grantees. The inflationary costs associated with construction are substantial and have brought reductions in scope and scale of projects to maintain construction budgets. Reductions in scale or other cost saving measures risk limiting the impact and scale of which these initial grants were submitted and awarded. It is imperative the grant funding allocations be made available immediately to ensure the returns on the investment with grant funding are as high as possible and avoid any further inflationary factors with construction delays.

The grant funding provided to add Career and Technical Centers to areas underserved with these services in our state was highly valued and impactful to the statewide mission of Career and Technical Education and workforce preparedness. The passage of HB 1199 will simply ensure those intentions are fulfilled and the areas selected for new Centers can utilize these necessary services as soon as possible. With funding challenges assumed with construction costs and typical school budgets, it is imperative the grant funds allocated are available as needed and to avoid any further issues with construction delays and assumed inflationary costs due to those delays.

Thank you for your support of HB 1199 and its importance to our school district and communities served by the new Career and Technical Education centers.

23.0809.01001
Title.

Prepared by the Legislative Council staff for
Representative Vigesaa
January 12, 2023

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1199

Page 1, line 3, after the second semicolon insert "to provide for a transfer;"

Page 2, after line 10, insert:

"SECTION 4. TRANSFER - PARTNERSHIP IN ASSISTING COMMUNITY EXPANSION. The Bank of North Dakota shall transfer the sum of \$20,000,000, or so much of the sum as may be necessary, from the Bank's current earnings and undivided profits to the partnership in assisting community expansion fund during the period beginning with the effective date of this Act and ending June 30, 2023."

Page 2, line 11, replace "Sections 1 and 2 of this Act are" with "This Act is"

Renumber accordingly



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 26, 2023

Chairman Bekkedahl and Members of the Senate Appropriations Committee:

My name is Eric Ripley, Executive Director of Career & Technical Education (CTE) for the Grand Forks Public Schools and Director of the virtual Grand Forks Area Career & Technology Center. I am communicating my support for HB1199, and how this bill will positively impact the Career Impact Academy for the students within the Grand Forks region.

In December, 2021 the efforts of our community-led project, which included financial commitment from over 70 industry partners, 42 community leaders serving on various committees, and thousands of volunteer hours, resulted in a 250+ page application with a cover letter signed by the Mayor of Grand Forks, Grand Forks County Chair, President of the Grand Forks Region EDC, President of the Chamber of Commerce, President of the Grand Forks Public School Board, and Grand Forks Public Schools' Superintendent showcasing the unified support for the facility.

On March 14, 2022, the State Board of Career and Technical Education approved the Career Impact Academy application to receive \$10 million dollars from the Coronavirus Capital Projects Fund, along with support and funding commitments for 12 other CTE center applications from across the state. Since that March date to today, all 13 approved CTE center projects have been waiting for 322 days, and counting, for the approved matching funds to be released by the U.S. Department of Treasury.

The extended delay in funding has affected both the projected timeline and budget for the Career Impact Academy. Our project's budget is dealing with cost increases to building materials and supply chain challenges seen by all capital projects, combined with the inflationary increases incurred over the several months of funding delays. This dynamic is not unique to the Career Impact Academy, but consistent in every other approved CTE center project. It will be the combination of HB1199, along with additional financial support through HB1019, that would allow the statewide CTE projects to fully deliver on what was approved within our respective applications submitted over a year ago.

With HB1199, I applaud our state's willingness to immediately address the delays in the matching funds for the approved CTE center applications. This bill serves as a positive step forward in allowing the projects to regain momentum in the collective efforts to expand and provide high quality CTE programs for our respective regions. I would respectfully ask the Committee provide a DO PASS recommendation and when the discussion regarding additional funds for the CTE centers to address cost overruns and inflationary costs emerges before this committee, to be equally as supportive.

Within the Grand Forks region, we see the Career Impact Academy as a critical component for addressing the workforce needs for our region and state. Passage of HB1199 brings our community project closer to reality.

Sincerely,

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

Senate Appropriations Committee
Chairman Brad Bekkedahl
January 30, 2023

HB 1199

Chairman Bekkedahl and members of the Senate Appropriations Committee, my name is Mark Vollmer. I proudly serve as Superintendent of Minot Public School District #1 and Minot Air Force Base #160. I stand in front of you today to offer support for HB 1199.

Thank you to the committee for allocating funding for the CTE Capital Projects last legislative session! Your actions brought forth many ideas to expand career and technical opportunities and build partnerships across the state.

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.

The Minot Area Workforce Academy will serve as a 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 and addition of Commercial Driver's License programs are set to open August 2023 in the Minot Area Workforce Academy. The addition of a large Skills Training/Multipurpose Room also provides needed space for local skills training.

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. To stay within the existing budget, several of the CTE projects are on hold until further funding is secured.

Minot Public Schools and the community of Minot support HB 1199 and ask the Senate Appropriations Committee to extend a line of credit to the department of career and technical education for the purpose of providing grants to entities to build additional Career Academies and further fund those in the process of being built.

As North Dakota's public workforce education and training delivery system, the ND Department of Career & Technical Education is the best agency to approve, support and monitor the Bank of North Dakota loans for the Career Academy grants. NDCTE is committed to providing youth with exploration opportunities and the foundation skills needed to enter the world of work, while providing adults with skills needed to enter, re-enter, or advance in the workforce.

The Minot area is no exception when it comes to a shortage of trained workers. Coordinating efforts to provide short-term CTE training to fill our job openings is necessary. Using the Minot Area Workforce Academy as a hub to ***train local to retain local***, we will:

- Advance career and technical education throughout the Minot area,
- Provide quick re-tooling of unemployed workers,
- Provide opportunities for advancement of education, including GED services, certification programs, and access to association, undergraduate and graduate programs.
- Improve access of existing facilities to be used by local businesses for training, and to
- Remove barriers to employment, and meet the workforce needs of our community.

On behalf of Minot Public Schools and the community of Minot, we request your support of HB 1199, the ND Department of CTE and the Bank of North Dakota line of credit funding.

HB 1199 further advances CTE. In my nearly 30 years in North Dakota schools, I have never seen a greater need for career and technical education to assist in filling our state's workforce needs. Therefore, we encourage a "DO PASS" recommendation.

Thank you for allowing me to share our plan and our progress – a plan that exemplifies community collaboration to promote success. I will stand for any questions you may have.

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 27, 2023

Chairman Bekkedahl and Members of the Senate Appropriations-

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.

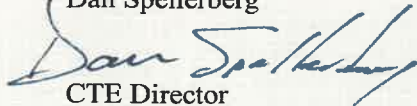
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Respectfully Submitted,

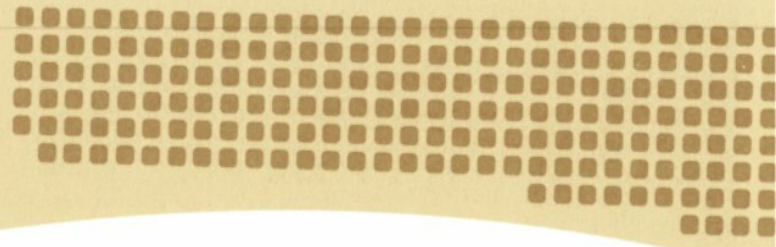
Dan Spellerberg



CTE Director
Southeast Region Career & Technology Center

*Educational Opportunities
Through Cooperation and Technology*





#17429

January 27, 2023

Chairman Bekkedahl and Members of the Senate Appropriations Committee:

RE: Support for HB1199 – Career and Technical Education

Dear Chairman Bekkedahl and members of the Senate Appropriations –My name is Dale Hoerauf. I am the Director of Career and Technical Education for Bismarck Public Schools. I am reaching out to you in support of HB1199.

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 who are able to choose from 38 Career and Technical courses. Three years ago we added English, Social Studies and Math core classes for students who wanted another way of receiving core credit other than the traditional method. It is a competency based, personalized learning program.

HB1199 gives schools in the state the opportunity to increase the number of Career and Technical offerings during a time when there is a demand for skilled workforce in North Dakota and the nation. At the Bismarck Public School Career Academy we are out of space and our original plan was to build Career Academy 2.0. We had a number of meetings with industry and community partners, and hired an architect firm. 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. This bill would provide funds to continue with our plans of Career Academy 2.0 for Bismarck Public Schools.

Support for HB 1199 is support for North Dakota's CTE growth and provides the ability to expand access to CTE programs for students across the state.

Sincerely,


Dale Hoerauf

Director Bismarck Public Schools Career and Technical Education

HB 1199
Chairman Bekkedahl
Senate Appropriations Committee
January 30th, 2023

Good morning. Chairman Bekkedahl and members of the Senate Appropriations 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 1199 and its appropriation to allow for the grant funded allocations promised to school districts pursuing Career and Technical Education centers in North Dakota be fulfilled and allow for construction to be initiated and completed as intended.

The need for additional Career and Technical Education centers in our state was clearly defined and articulated with the grant allocation provided by the 2021 Legislative Assembly. The pursuit of workforce readiness and enhanced collaboration with our major industry partners and post-secondary institutions is the vision for most Centers and is certainly the mission of the Bakken Area Skills Center which was approved and allocated grant funds by the State Career and Technical Education Board in 2022. Delays in getting these Centers completed is counterproductive to the purposes envisioned and the immediate needs in our communities and regions. The workforce needs of our state correlated to the opportunities provided by the new Centers requires immediate attention and ultimately impact the economic success of our state and its taxpayers. The line of credit offered in HB 1199 will allow for the Centers to be completed as intended and begin to serve their purpose in the identified areas of need.

The delays in construction related to the uncertainty and unavailability of grant funds for awarded school districts have come at a cost to the grantees. The inflationary costs associated with construction are substantial and have brought reductions in scope and scale of projects to maintain construction budgets. Reductions in scale or other cost saving measures risk limiting the impact and offerings of which these initial grants were submitted and awarded. It is imperative the grant funding allocations be made available immediately to ensure the returns on the investment are as high as possible and avoid any further inflationary factors with continued or ongoing construction delays.

The grant funding provided to add Career and Technical Centers to areas underserved with these services in our state was highly valued and impactful to the statewide mission of Career and Technical Education and workforce preparedness. The passage of HB 1199 will simply ensure those intentions are fulfilled and the areas selected for new Centers can utilize these necessary services as soon as possible. With funding challenges assumed with construction costs and tight school budgets, it is imperative the grant funds allocated are available as needed and to avoid any further issues with construction delays and assumed inflationary costs due to those delays.

Thank you for your support of HB 1199 and its importance to school districts and communities served by the new Career and Technical Education Centers.



Senate Appropriations Committee – HB 1199

Senator Brad Bekkedahl, Chair

January 30, 2023

Chairman Bekkedahl, Members of the Committee:

My name is Brian Ritter and I'm the President & CEO 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 1199.

The single greatest challenge facing our members and our economy right now is undoubtedly, workforce. According to the latest statistics from Job Service North Dakota, there are 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 (CTE).

School districts across North Dakota have sought to address that challenge by investing federal dollars in the construction of new and expanded CTE centers. However, delays at the United States Department of the Treasury have held up the progress of some of those projects. HB 1199 would simply authorize the Bank of North Dakota to establish a line of credit to so that those projects can proceed until the funds are finally released by the Department of the Treasury.

As such, I would respectfully ask that the Committee give a DO PASS recommendation to HB 1199.



January 28, 2023

Members of the North Dakota
SENATE APPROPRIATIONS COMMITTEE
RE: Support for HB1199

Chairman Bekkedahl and Members of the Senate Appropriations Committee:

Thank you for the opportunity to provide written testimony in support of HB1199. My name is Denise Jonas, Director of Career and Technical Education for the Cass County Career and Technical Education Center (C3TEC), supporting career and technical education (CTE) programs in Central Cass, Fargo, Northern Cass, and West Fargo Public Schools.

During the North Dakota - 67th Legislative Assembly, leaders committed to a state-wide vision for area career and technical education centers. The goal, expand learner access to CTE for communities across the state. The strategy, Federal Coronavirus Capital grant funds. Unfortunately, these federal funds have not been released, thus delaying most capital projects and program delivery in all communities. Delays are also contributing to increased project expenses and program cuts due to material costs, labor increases, and growing inflation.

We ask for your support now in the 2023 - 68th Legislative Assembly to approve HB1199 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, career exploration, and work development.

In Cass County, collaborative discussions around the potential for an area career and technical education center began in 2016. The vision to create a systemic career education network through public, private, and business partnerships was sparked by the collective insight of C3TEC school districts, NDSCS, and the NDSCS Alumni Foundation. This expanded to partnership discussions with business and industry, the cities of Fargo and West Fargo, the Cass County Commission, FM Economic Development, FMWF Chamber of Commerce, and local legislators. The wheels were in motion and driven to improve K-14 career education and exploration experiences, while aligning college preparation and partnership strategies for stronger recruitment and retention of future students and employees in the community and state.

Over the past six years, our concerted efforts have moved this vision forward through strategic action, stakeholder input, and fundraising. The timeline below depicts the journey and on-going commitment by stakeholders to see this project to fruition. From this focused work, the Career Innovation Center (CIC) was born and launched.

- 2017-2018 Phase I: Stakeholder input sessions and CIC Strategic Plan completed.
- 2018-2019 Phase II: K-14 Program Priorities and Curriculum audit completed to identify program areas.
- 2019-2020 Operations: strategic discussions related to fundraising, operational budget, governance, agreements.
- 2020-2021 Phase III: architecture selection, design, instructor input, renderings, preliminary material bids, etc.
- July 2021 Groundbreaking: Project Construction - Step 1.
- 2021-2022 Federal Coronavirus grant application and project approval to support Step 2.
- 2021-2022 Construction delays due to federal funding, project guidance, and supply chain disruptions.
- 2022-2023 Legislative advocacy to federal leaders for funds and ND leaders for emergency action.

The CIC project is a unique, multi-pronged collaborative approach between the C3TEC school districts, a post-secondary institution, a foundation, municipalities, and industry. Support for HB1199 would expand flexibility for this unique project and accelerate delayed construction.

Cass County currently enrolls 22-25% of North Dakota's K-12 student population. We have a desire to innovate and expand career exploration while creating strong post-secondary connections. As one of the fastest growing regions in North Dakota, workforce is also at the forefront of economic development, thus business partnerships make sense for relevance. As a community, the CIC is one strategy in our collaborative network to expand career exploration, align curriculums, and centralize workforce training.

The CIC, along with twelve approved area career and technical education projects have met, and still meet, the intent and vision of HB1015 – Section 6, yet are at a relative standstill with federal funding delays and policy requirements. We thank you for your “DO PASS” vote on HB1199 with the proposed amendment.

Sincerely,

Denise D. Jonas

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

Cc:

Patti Stedman, C3TEC Governance Board President
Penny Johnson, C3TEC Governance Board
Seth Holden, C3TEC Governance Board
Katie Christensen, C3TEC Governance Board
Nikki Gullickson, C3TEC Governance Board
Todd Sears, C3TEC Governance Board
Joe Morken, C3TEC Governance Board
Morgan Forness, Central Cass Superintendent
Dr. Rupak Gandhi, Fargo Superintendent
Dr. Bob Grosz, Fargo Associate Superintendent
Dr. Cory Steiner, Northern Cass Superintendent
Beth Slette, West Fargo Superintendent
Vincent Williams, West Fargo Assistant Superintendent
Pam Utt, Central Cass Business Manager
Jackie Gapp, Fargo Business Manager
Paige Carlson, Northern Cass Business Manager
Levi Bachmeier, West Fargo Business Manager

CAREER INNOVATION CENTER

Secondary Career & Technical Education

CIC Program Coordination & Support Services

Post-Secondary CTE & General Education

Adult Training Workforce Solutions



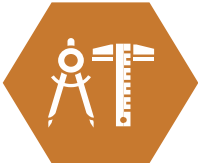
AGRICULTURE & PRECISION

- 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

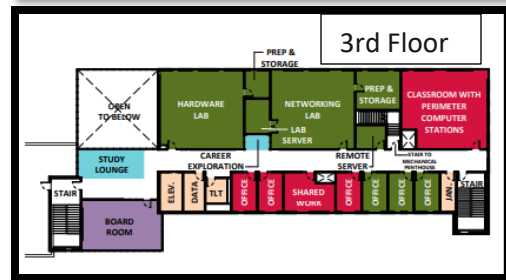
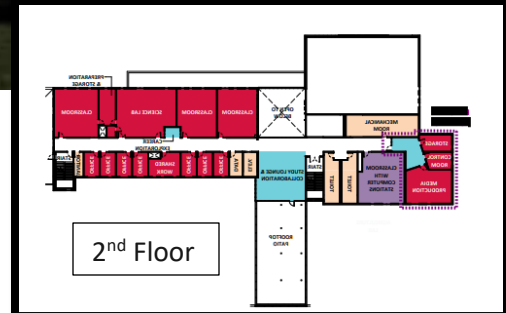
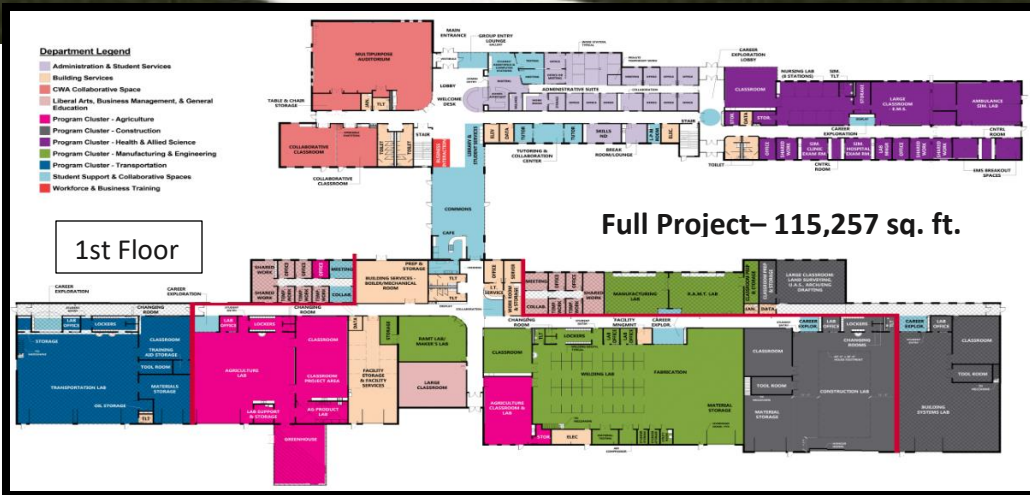


WORKFORCE & BUSINESS TRAINING

- 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

STRATEGIC PLAN

MAY 9, 2018

CAREER WORKFORCE ACADEMY

The Career Workforce Academy is a program initiated by the North Dakota State College of Science (NDSCS) and the school districts of Fargo, West Fargo, Northern Cass, Central Cass, Kindred and Moorhead. It is designed to deliver workforce training and education that is more responsive to changing employer and student needs. This plan will expand and enhance our ability to attract, retain and grow businesses and develop opportunities for student success in the workforce.

What Is An Academy?

A career academy is a type of school that can provide K-14 students, incumbent workers* and new Americans a curriculum to prepare them for a successful career through:

- Career path education.
- Curriculum that matches their identified career path.
- Strong partnerships that work together to enhance curriculum with relevant learning for successful outcomes.

Academy Vision Statement

The Academy will build the awareness of multiple career clusters and the skills necessary to be career ready through experiential education, classroom training, student connection to business and industry, and career path counseling. It will present real-time opportunities and real-life experiences by responding and adapting quickly to industry demands and student interest. Success will depend on engaged student interest and on the collaboration of all stakeholders.

*For the purpose of this report, an incumbent worker is defined as a person who was previously employed and is seeking training for a new job or is currently employed and is seeking further training.

ACADEMIES

What Experts Say About Career Academies

“The number of career academies has been expanding rapidly, in part because academies have been found to be effective, and in part because they embody ideas promoted by several major high school reform movements. ... [R]igorous evaluations have found that individual career academies within larger high schools help improve students’ academic performance, prepare them for postsecondary education, and boost earnings after high school.”¹

Career Academies Supported By Research

The number of career academies nationwide has grown dramatically, one reason being a conceptual grounding in strong research and evaluation. In 2008, MDRC, a prominent education policy research organization, released a study entitled, “Career Academies: Long Term Impacts on Labor Market Outcomes, Educational Attainment, and Transitions to Adulthood.”² The researchers employed a random assignment research design in a group of nine high schools across the United States to determine the effect of attending a career academy. Their findings included the following:

- An average increase in earnings of 11 percent. The effect was concentrated among young men; in fact, an increase of 17 percent was seen in this demographic.
- An increase in the percentage of individuals living independently with children and a spouse or partner after leaving secondary education.
- An improvement in attendance, increased academic course taking, and an increased likelihood of graduating on time.
- An increase in the level of interpersonal support students experienced during high school from career academy staff.
- An increase in student participation in career awareness and work-based learning.

Very recent academic literature on career technical education (CTE) continues to highlight the many positive outcomes from CTE offerings. A research report in the April 2018 American Educational Research Journal concludes, “By providing CTE coursework, especially later in a student’s high school career, relevance between coursework and long-term goals is potentially increased, thereby increasing the odds of high school graduation. ... This lends support to the idea of further expansion of CTE coursework in high school.”³

What Students Say About Career Academies

“The academy has taught me a lot of life skills. Before, it was about me coming home just to do homework and now it’s about me working towards something.”¹

“It really helps us figure out our future and what we want to do.”

“The job shadow experience has really given me a better perspective on what I want to achieve in life. [With] the academy you take that extra step to see if it’s really something you might want to do.”¹

¹“Career Academies: A Proven Strategy to Prepare High School Students for College and Careers.” Career Academy Support Network, 2010, University of California, Berkeley, Graduate School of Education.

²“Career Academies: Investing in Students, the Workforce and Career Technical Education,” May 2013, National Association of State Directors of Career Technical Education (NASDCTEc).

³“Linking the Timing of Career and Technical Education Course taking With High School Dropout and College-Going Behavior,” April 2018, American Educational Research Journal, M. Gottfried & J. Plasman, University of California, Santa Barbara.

STRATEGIC PLANNING PROCESS

In order to gain vital information for the development of the Cass-Clay Career Workforce Academy (Academy) strategic plan, a planning committee commissioned Flint Group to take the lead in developing a strategic plan for the Academy. Flint personnel conducted several discovery sessions with Academy stakeholders and reviewed documents from other programs around the United States. During the review of other programs, a wide variety of approaches were found in how strategic plans were developed and in what they included. Each had objectives tied to local needs; there were significant differences in the number of stakeholders, and the size of the region and the number of districts they serve. In other words, no two plans were alike. Despite the differences, a number of best practices were discovered and utilized in this plan.

Discovery Methodology:

- Reviewed documents from prior meetings pertaining to the Academy.
- Conducted and facilitated input sessions including members of the following stakeholder groups around the theme “pathways to success”:
 - K-12 counselors, career advisors and administrators
 - NDSCS faculty
 - Business and industry representatives
Note: Two sessions were held with K-12 group and two with the NDSCS group. Business and industry representatives were interviewed one on one. After these separate sessions, a combined session was held with representatives from all three stakeholder groups.
- Interviewed select directors of other academies across the country.
- Researched and reviewed documents relevant to effective academies in other states.
- Researched best practices at national associations and centers focused on career academies.
- Met with Academy steering committee to review findings and present directional draft of plan and garner further comment and input.
- Considerable time was spent discussing the challenges involving curriculum development and scheduling, two areas that will be the most challenging due to the number of school districts participating in the Academy.

Planning participants

“Students don’t know what they don’t know.”

“We always want more exposure for students to explore careers ... whether it’s diesel, auto or tech careers. We want more people to know what’s available because we want to see if there is interest in our industry.”

“We have craft workers who have a Bachelor of Science or a Bachelor of Fine Arts in the field making \$80,000-85,000 a year, or \$130,000 if they’re an operator; they went to four years of college and they’re not using their degree the way they thought they were going to, but they’re in a career they enjoy. So, if we can eliminate the cost and time of a four-year degree – where people end up in a career that doesn’t require a four-year degree – that would be success.”

KEY DISCUSSION POINTS

Stakeholders identified essential elements that will be prevalent throughout the strategic plan. These elements are vital in understanding stakeholders' needs and maintaining strong partnerships.

- Collaboration – between all stakeholders on each initiative of the plan.
- Communication – ongoing discussion on all aspects of the Academy, including changing perceptions, outcome assessments, stakeholder issues and successes.
- Transparency – full disclosure to all stakeholders.
- Resources – upfront disclosure on resources needed to achieve goals.

KEY ELEMENTS

As part of the input sessions, stakeholders identified essential elements that will serve as the cornerstones of the strategic plan. These elements are vital in understanding stakeholders' needs and maintaining strong partnerships. They include the following:

- Collaboration – between all stakeholders on each initiative of the plan.
- Communication – ongoing discussion on all aspects of the Academy, including changing perceptions, outcome assessments, stakeholder issues and successes.
- Transparency – full disclosure to all stakeholders.
- Resources – upfront disclosure on resources needed to achieve goals

During the discovery process a vision statement, value statements and expected outcomes for the Academy were developed. It was also agreed there should be assessment and evaluation standards to determine gain toward desired outcomes.

Academy Value Statements

The Academy concept is:

- A proven model in responding to the needs of industries and students.
- Effective in improving outcomes for students during and after high school.

The Academy will:

- 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 needs.

Stakeholders identified 10 critical issues that must be addressed for realizing the vision for the Academy:

1. Changing perceptions
2. Buy-in at all levels
3. Ownership/governance/decision-making process
4. Curriculum development
5. Synchronized calendars and schedules between all schools
6. Trained instructors/qualifications for HS staff/teachers
7. Grow too fast/start too small
8. Who's paying for this? Taxpayers' response
9. Transportation
10. Safety

The Academy Will Help Gain Respect For Multiple Career Pathways

- Parents will be informed about diverse careers and be encouraged to start having earlier conversations with their children about career path options.
- We will inspire a change in the mindset of parents currently working in technical and trade careers who in the past might have said to their children, “I don’t want you to do what I do; I don’t want you to work with your hands,” and push them into “white-collar work” and getting a four-year college education.
- Students will want to learn about and develop skills in technical and trade careers and will gain respect for having a career in these high-demand, high-wage fields.
- Counselors, teachers and parents will not just be focused on, “Where are you going to college?” but instead, “What are you interested in going to college for?”

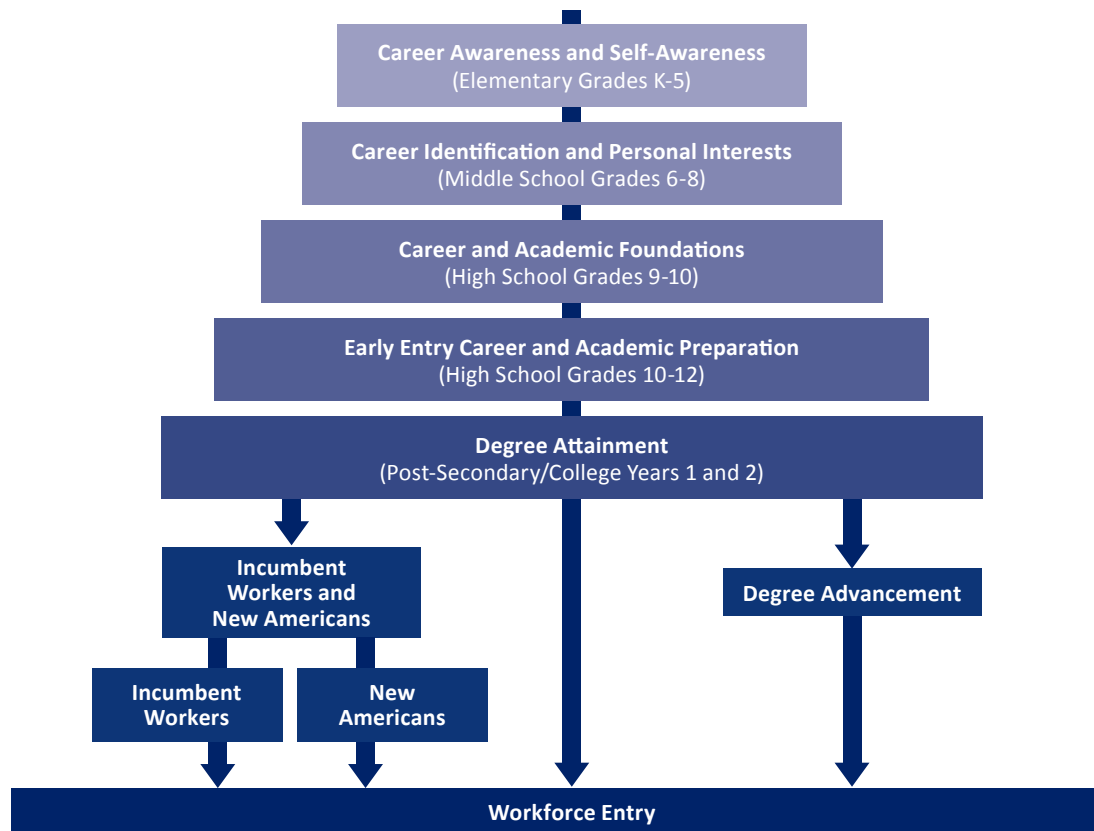
CAREER PATHWAY MODEL

The following graphic illustrates the collaborative career pathway model that guided the initial development of the Academy. In this model, K-12 schools promote comprehensive career awareness in elementary grades, a career exploration component that includes a four-year rolling career path planning that begins in middle school, and applied/hands-on career preparation in high school. Post-secondary schools collaborate with the high schools to facilitate classes focused on preparation for technical and trade careers; college credit is available for high school students taking these classes. Business partners are an integral part of the Academy by working with K-12 schools to provide career awareness and exploration opportunities in the elementary and middle school grades, and work/learning opportunities for high school students. Business and industry are sectors of the community that anticipate seeing trained workers exiting the Academy prepared to either join the workforce or continue their education.



Initial Academy Concept

The idea of an academy began with a plan that has evolved over the past two years. Career awareness, exploration and preparation were initially included and are still included as key elements guiding the framing of the academy concept, as illustrated in the following graphic. These components have been associated with more or less distinct periods of learning: elementary school, middle school and high school/post-secondary, as illustrated in the graphic below. Career awareness and self-awareness in grades kindergarten through five; career identification and personal interests in middle school (grades six through eight); career and academic foundations in grades nine through 10 of high school; early entry career and academic preparation in grades 10 through 12; and attainment of a two-year or associate degree in post-secondary education. Incumbent workers and new Americans would also be given the same opportunity for career preparation/training as Academy high school students.

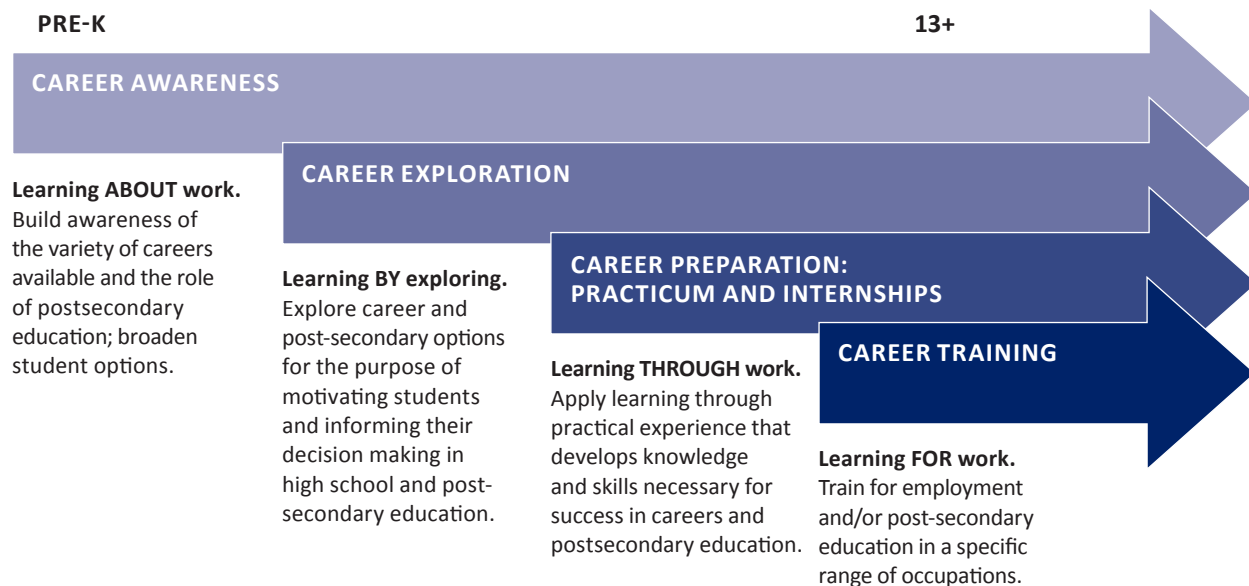


Academy Conceptual Framework

The Academy’s conceptual framework can be depicted with a diagram showing a continuum of career awareness and career exploration taking place throughout the K-12 educational experience. Developed by Linked Learning, the diagram below⁴ illustrates this continuum stretching from kindergarten into adulthood in four areas:

- Career awareness, where “Learning ABOUT work” begins at kindergarten and continues into adulthood. This aspect of the continuum is focused on broadening student career options by building awareness of the variety of careers available and the role of post-secondary education in the learning process.
- Career exploration, where middle school students are given “Learning ABOUT work” opportunities to explore career and post-secondary options. The purpose of career exploration is to motivate students and inform their decision-making through high school and beyond. This exploration component of the Academy will continue at every level of student participation and involvement.
- Career preparation, or “Learning THROUGH work,” begins in high school, where students apply what they are learning through practical experience. This hands-on experience helps them develop the knowledge and skills necessary for them to be successful in careers and post-secondary education. In addition to serving high school students, incumbent workers and new Americans are given the same opportunities in career preparation within the academy setting.
- Career training, where the Academy offers high school and post-secondary students “Learning FOR work” opportunities that might include classroom and non-classroom training, such as apprenticeships, internships and clinical experiences. These opportunities will also be available to incumbent workers and new Americans.

Academy Learning Continuum



⁴“Work-Based Learning in Linked Learning: Definitions, Outcomes, and Quality Criteria, Field Review Draft,” Nov. 2012, Linked Learning, Sacramento, CA.

Conceptual Framework: K-14 Focus

The K-14 aspect of the Academy will be centered on the concept of workplace- or experience-based learning, similar to work-based learning defined by Linked Learning as follows:

“An instructional strategy that is essential in preparing all students for success in postsecondary education and careers ... The primary purposes of work-based learning are to expose students to future options and provide opportunities for skill development and mastery over time. All work-based learning experiences involve interactions with industry or community professionals that are linked to school-based instruction. These learning experiences are intentionally designed to help students extend and deepen classroom work and to make progress toward learning outcomes that are difficult to achieve through classroom or standard project-based learning alone. The term ‘work-based’ does not mean the experience must occur at a workplace or during the standard ‘work day.’”⁵

Conceptual Framework: Incumbent Workers and New Americans Focus

We will follow an experience-based learning concept for K-14 students but will include an additional component focused on incumbent workers and new Americans. This aspect of the Academy will have access to the same instructional opportunities in a true multi-use educational facility.

While incumbent workers and new Americans may not have benefited from career awareness and exploration offered in their elementary and middle school experience, they will be given these opportunities during their career preparation and training offered by the Academy.

Plan Purpose

- Provide clarity for all partners
- Increase alignment among all partners
- Identify and define strategic initiatives and goals to accomplish desired outcomes
- Determine key performance indicators

Focus Areas

- Employer engagement
- Student (motivation, interest, value-added)
- Perceptions of technical and trade careers
- Educational system

Major Benefactors

- Students
- Business and industry

Enablers/Facilitators

- K-12
- Two-year colleges
- Business and industry
- Other secondary educational institutions

⁵“Work-Based Learning in Linked Learning: Definitions, Outcomes, and Quality Criteria, Field Review Draft,” Nov. 2012, Linked Learning, Sacramento, CA.

ACADEMY STRATEGIC PLAN

The strategic planning process was designed to elevate our region in the complementary fields of workforce training and education, hoping to become ever more responsive to changing employer and student needs. This plan will expand and enhance the community's ability to attract, retain, and grow businesses and develop educational opportunities to support student success in the workforce. It will also enhance the region's ability to address the economic and workforce shifts well into the future.

Specifically, the strategic plan for the Academy will:

- Ensure education and economic competitiveness.
 - Strengthen business and industry relationships with K-14.
 - Maximize employer engagement in the development of career clusters and relevant programs that will lead to jobs and careers.
 - Enhance education and training at all levels.
 - Provide multiple options for students to move into a career pathway.
 - Provide Choice Ready opportunities for K-12 students to assist students to be workforce ready.*
-

IN SUMMARY

The academy concept has a proven track record of effectiveness for introducing students to multiple career paths – matching their skill sets and interests to job opportunities. It has become the best-tested strategy and accepted principles to prepare students for life after high school. Additionally, by including incumbent workers and new Americans, the Academy will benefit the business and industry community by having these groups access the same career preparation and training opportunities as Academy high school students.

*https://www.nd.gov/dpi/uploads/1494/ND_ConsolidatedStatePlan_4302018.pdf

Strategic Plan and Goal Statements

Strategic Initiative 1

Identify and implement an academy governance and management structure to ensure long-term success. Setting the proper structure from the start will be critical. Letting the numerous stakeholders have representation and a voice will be important, but having a defined organizational structure and a strong management team will give clear direction and help avoid conflicts.

Goal 1. Career Workforce Academy facility ownership will require appropriate approvals and will be determined in the future.

Goal 2. Academy will be operated and managed by NDSCS.

Goal 3. Develop leadership model.

Goal 4. Develop model for oversight of strategic initiatives; include assessment and evaluation plan.

Goal 5. Academy will be responsive to stakeholders' needs.

Goal 6. Engage parents.

Strategic Initiative 2

Increase early childhood career awareness. An important finding in recent research on career decision-making is that young people have a limited view of many of the careers not requiring a four-year college degree. A central underpinning of our strategic plan is that young people need to be introduced to a variety of careers and learn about work much earlier in their education. This starts at the elementary level through educational programs and direct exposure and interaction with real jobs.

Goal 1. Create engaged exposure to a variety of careers.

Goal 2. Develop well-rounded career awareness education.

Goal 3. Engage business and industry.

Goal 4. Gain teacher support.

Goal 5. Engage parents of elementary school students.

Strategic Initiative 3

Prepare middle school students for career pathway decisions through exploration. Students will be given the opportunity to explore career options that will motivate them to learn about careers, the skills needed in each field of work and the educational options to fulfill a career path. This level gives students a more active role in selecting a career pathway that matches their interests through interaction.

Goal 1. Identify student strengths and interests.

Goal 2. Begin five-year career path planning.

Goal 3. Engage business and industry.

Goal 4. Gain teacher support.

Goal 5. Engage parents of middle school students.

Strategic Initiative 4

Invest high school students in career path preparation and participation. Career preparation marks a shift in the continuum, moving students into more active experiential programs for career readiness. It includes more interaction with professionals from businesses and the community and is designed to give students supervised, practical hands-on application through the Academy. This will assist students to be workforce ready, as described in the North Dakota Every Student Succeeds Act (ESSA) State Plan.

Goal 1. Match curriculum with skill set.

Goal 2. Provide direct exposure to chosen career(s), i.e., doing, internships, hands-on (Career Ready Practices).

Goal 3. Engage business and industry, i.e., technical assessment/industry credentialing, workplace learning experience, co-curricular activities, 21st century skills, dual-credit courses.

Goal 4. Gain teacher support.

Goal 5. Engage parents of high school students.

Strategic Initiative 5

Create opportunity for incumbent workers and new Americans to enter workforce.

The Academy will provide an additional way to increase the Cass-Clay workforce and help meet the employee recruitment needs of business and industry. The Academy will be active in training and retraining individuals looking to enter the workforce in specific job skill areas. This will not be a separate program, but one that is combined with regular classes.

Goal 1. Determine skill sets and interests.

Goal 2. Assess gaps in learning and skills.

Goal 3. Align training/education to meet employer needs.

Goal 4. Provide training, curriculum, etc.

Strategic Initiative 6

Curriculum development and implementation. Critical to achieving the outcomes of the Academy is alignment of the curriculum to the interests of the students and the skill sets necessary to fulfill the needs of business and industry. Curriculum will be designed around identified cluster groups and must meet state educational and/or certification requirements. It will also need to be fluid and have the ability to adjust to changing skill sets and career shifts.

Goal 1. In collaboration with business and industry, identify clusters and skills required.

Goal 2. Match curriculum with cluster group needs.

Goal 3. Align to North Dakota and Minnesota school standards.

Goal 4. Meet accreditation requirements.

Goal 5. Teacher professional development and certification.

Goal 6. Align with North Dakota and Minnesota CTE objectives.

Goal 7. Create new programs or utilize existing program for expanding curriculum needs.

Goal 8. Identify faculty to teach curriculum.

Goal 9. Determine location of course offerings (what is going to be offered where).

Goal 10. Increase support for dual credit/early college models.

Goal 11. Imbed “soft skills” across curriculum.

Strategic Initiative 7

Align scheduling. Due to the number of school districts, this is one of the most difficult initiatives to administer. Flexibility and willingness to alter current set practices will be needed to accommodate the needs of students and the availability of instructors and classrooms. Many elements will have to be considered at the high school level to achieve success, including transportation, extracurricular activities and maintaining graduation standards. For incumbent workers and new Americans, language and current employment could be obstacles.

Goal 1. Influence policy for more K-12 hands-on training.

Goal 2. Hire scheduling coordinator to facilitate Academy class schedules.

Goal 3. Identify existing class schedules for CTE-related courses at participating high schools and post-secondary institutions.

Goal 4. Align and coordinate schedules of high schools and Academy.

Goal 5. Develop transportation plan for class and extracurricular activities.

Goal 6. Streamline and facilitate process for registration, credits, etc.

Goal 7. Engage parents at all levels.

Strategic Initiative 8

Strengthen connections. A key intention of the Academy is to strengthen the connections between businesses and the education stakeholders, and among districts, two-year colleges and other institutions. Stronger relationships will help develop seamless transitions through the continuum and help align the desired outcomes. They will also help increase the confidence level of all stakeholders.

Goal 1. Build relationships of and assurances for state and local educational systems on value and outcomes of Academy.

Goal 2. Become true partners with business and industry in mission and vision of Academy by sector-based engagement and development efforts in order to identify with and respond to workforce challenges and needs.

Goal 3. Participate in local economic development planning, workforce activities and initiatives to understand and communicate role of Academy and build trust.

Goal 4. Better understand and identify the roles of K-12 districts, adult education, CTE, NDSCS and other contributing entities as a way to build stronger relationships.

Goal 5. Engage with students at appropriate level, allowing them to be a “partner” in the development of programs.

Goal 6. Engage parents, allowing them to be a “partner” in giving feedback to the Academy.

Strategic Initiative 9

Educate stakeholders, partners, influencers and community of the value of the Academy. Creating an atmosphere of support for our role in developing careers in technical and trade careers will be an important objective for us. This includes changing perceptions apparent at multiple levels; parents, students, and even counselors and teachers themselves have been found to promote the four-year degree as the “ideal” career choice, discounting a two-year degree mostly due to lack of awareness of its benefits. To realize desired Academy outcomes, intentional efforts will be developed and implemented to change inaccurate or limited perceptions of technical and trade careers. In addition, education of policy makers will help in changing and developing policy that allows the Academy build successful programs.

Goal 1. Review current perceptions and raise awareness of career opportunities.

Goal 2. Change policies and regulations that are roadblocks in developing a smooth path for students to receive necessary education from career awareness through training and degree and/or certificate achievement.

Goal 3. Develop and implement comprehensive communications plan to build awareness of Academy and influence perceptions of technical and trade degrees.

Goal 4. Identify and engage community and state partners, organizations, and networks in support of Academy.

Strategic Initiatives and Action Steps

Strategic Initiative 1

Identify and implement an academy governance and management structure to ensure longterm success. Setting the proper structure from the start will be critical. Letting the numerous stakeholders have representation and a voice will be important, but having a defined organizational structure and a strong management team will give clear direction and help avoid conflicts.

Goal 1. Career Workforce Academy facility ownership will require appropriate approvals and will be determined in the future.

- 1.1 The intent of ownership will be a private non-profit that has full responsibility for deferred maintenance.
- 1.2 Funding for the facility will consist of participation from stakeholders.

Goal 2. Academy will be operated and managed by NDSCS.

- 2.1 A fiscal agent will be appointed to oversee financial aspects of Academy operations.
- 2.2 NDSCS will reach out to other institutions for input and advisement on all aspects of operations.
- 2.3 Operational funding will come from revenue generated by the Academy.
 - Student and user fees.
 - Participation in operational funding from other educational entities may come through different sources and in different forms (fees, equipment, personnel).

Goal 3. Develop leadership model.

- 3.1 Appoint Academy leadership team under NDSCS (dean, program director, financial manager, etc.) to implement strategic plan.
 - Seek input and approval from SBHE, North Dakota Department for Career and Technical Education and local school districts.
- 3.2 Create an advisory board made up of K-12, two-year colleges, and business and industry representatives from workforce partner program to help guide the Academy.

Goal 4. Develop model for oversight of strategic initiatives; include assessment and evaluation plan.

- 4.1 Implement coordinator position to oversee the interaction among the Academy program models at all levels including K-12 and post-secondary.
 - Initiate proper training; set goals and timeline.
- 4.2 Develop plan for continual review and update of plan, allowing to address improvements, new initiatives and needs as they change.
 - Set up yearly strategic planning review.
 - Utilize advisory board for feedback and input.

Goal 5. Academy will be responsive to stakeholders' needs.

- 5.1 Implement evaluation system of intended Academy outcomes.
- 5.2 Conduct annual community review.
- 5.3 Conduct student exit reviews.

Goal 6. Engage parents.

- 6.1 Provide regular opportunities for Academy personnel to meet with parents.

Strategic Initiative 2

Increase early childhood career awareness.

An important finding in recent research on career decision-making is that young people have a limited view of many of the careers not requiring a four-year college degree. A central underpinning of our strategic plan is that young people need to be introduced to a variety of careers and learn about work much earlier in their education. This starts at the elementary level through educational programs and direct exposure and interaction with real jobs.



All elementary students will receive a well-rounded career awareness education, through hands-on activity, in which they will be exposed to the different career clusters and be able to identify personal careers of interest while demonstrating a mindset of curiosity and reasoning.

Goal 1. Create engaged exposure to a variety of careers.

- 1.1 Appoint and train career awareness coordinator.
- 1.2 Introduce Academy concepts at teacher meetings.
- 1.3 Academy career awareness coordinator and staff facilitate professional development for teachers.

Goal 2. Develop well-rounded career awareness education.

- 2.1 Organize K-8 task force of teachers/administrators to develop program components for career awareness education.
 - Identify the most effective models and strategies for early career exposure and align funding.
 - Develop materials to illustrate career attributes, i.e., videos, demonstrations, class projects, hands-on activities.
- 2.2 Influence policy shifts to allow time for career education.

Goal 3. Engage business and industry.

- 3.1 Form advisory committee to include employers and teachers.
 - Prioritize opportunities for students to hear from industry, i.e., career fairs, speaker engagements, visit parents at work, workplace tours.

Goal 4. Gain teacher support.

- 4.1 Academy has regular engagement with teachers/school administrators.
- 4.2 Assess student awareness of career options.
- 4.3 Assess teacher support.
- 4.4 Teachers will have credentials required to offer professional certifications.

Goal 5. Engage parents of elementary school students.

- 5.1 Provide regular opportunities for Academy personnel to meet with parents.

Strategic Initiative 3

Prepare middle school students for career pathway decisions through exploration.

Students will be given the opportunity to explore career options that will motivate them to learn about careers, the skills needed in each field of work and the educational options to fulfill a career path. This level gives students a more active role in selecting a career pathway that matches their interests through interaction.



All middle school students will be given the opportunity to identify their strengths and skills and explore real life work experiences through planned project-based learning from industry speakers, demonstrations and field trips that culminate in the understanding of connecting classroom education with the job skills necessary to pursue real life careers.

Goal 1. Identify student strengths and interests.

- 1.1 Use testing and other academic assessments to determine strengths.
- 1.2 Relate skills and interests to careers.

Goal 2. Begin five-year career path planning.

- 2.1 Determine strategies for preparing students for college and career assessments.
- 2.2 Offer career exploration fair, field trips, videos, and speakers.

Goal 3. Engage business and industry.

- 3.1 Work with businesses to develop and keep program current.
- 3.2 Promote to other businesses and industries that might be interested.
- 3.3 Form advisory committee to include employers and teachers.

Goal 4. Gain teacher support.

- 4.1 Academy will have regular engagement with teachers/ school administrators.
- 4.2 Assess student awareness of career options.
- 4.3 Assess teacher support.
- 4.4 Teachers have individual learning plans by grade level.
- 4.5 Need teacher assessment training (are there standards to follow?).
- 4.6 Teachers will have the required professional certifications.

Goal 5. Engage parents of middle school students.

- 5.1 Provide regular opportunities for Academy personnel to meet with parents.

Strategic Initiative 4

Invest high school students in career path preparation and participation.

Career preparation marks a shift in the continuum, moving students into more active experiential programs for career readiness. It includes more interaction with professionals from businesses and the community and is designed to give students supervised, practical hands-on application through the Academy.



All high school students will be personally invested in their career path and be able to make informed educational decisions through job shadows, internships with hands-on experience and counseling to be college and/or career ready.

Goal 1. Match curriculum with skill set.

- 1.1 Review and follow individual learning plans that were put into place.
- 1.2 Students meet with school counselor to discuss progress plan towards graduation.
- 1.3 Ninth graders participate in freshman Academy transition course.
- 1.4 Introduce Academy summer classes.

Goal 2. Provide direct exposure to chosen career(s), i.e., doing, hands-on, internships, etc.

- 2.1 Organize high school task force of teachers/administrators/counselors to develop curriculum components.
- 2.2 Offer career fairs, field trips, speakers to explore and discuss career options.
- 2.3 Look at options for internships, apprenticeships, job shadowing, mentorships.

Goal 3. Engage business and industry.

- 3.1 Continue meetings with business and industry to get their buy-in and make sure it is relevant to what their needs are.
- 3.2 Form advisory committee to include employers and teachers.

Goal 4. Gain teacher support.

- 4.1 Continue workshops and guidelines for teachers.
- 4.2 Teachers will have the required professional certifications.
- 4.3 Organize teacher round tables for learning and training.

Goal 5. Engage parents of high school students.

- 5.1 Provide regular opportunities for Academy personnel to meet with parents.

Strategic Initiative 5

Create opportunity for incumbent workers and new Americans to enter workforce.

The Academy will provide an additional way to increase the workforce in Cass and Clay counties and help meet the employee recruitment needs of business and industry. The Academy will be active in training and retraining individuals looking to enter the workforce in specific job skill areas. This will not be a separate program, but one that is combined with regular classes.

Goal 1. Determine skill sets and interests.

- 1.1 Assess skill sets by testing.
- 1.2 Assess interests by exploring options.

Goal 2. Assess gaps in learning and skills.

- 2.1 Assess student learning needs prior to attending classes.
- 2.2 Assess additional training needs at the end of classes.

Goal 3. Align training/education to meet employer needs.

- 3.1 Create plan.

Goal 4. Provide training, curriculum, etc.

Strategic Initiative 6

Curriculum development and implementation.

Critical to achieving the outcomes of the Academy is alignment of the curriculum to the interests of the students and the skill sets necessary to fulfill the needs of business and industry. Curriculum will be designed around identified cluster groups and must meet state educational and/or certification requirements. It will also need to be fluid and have the ability to adjust to changing skill sets and career shifts.

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.
- 1.3** Utilize employer-driven work-based learning to assure on-the-job competencies.
- 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.
- 1.5** Document best practices of employer-driven models.
 - Seek curriculum sharing from other programs.
- 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.
- 2.2** Incorporate best practices into curriculum development efforts.
- 2.3** Identify skills deemed essential for employment by cluster.
 - Develop effective practices.
 - Provide plan for implementation of training.
 - Create a rubric to measure performance outcomes.
 - Engage student employees to assess level of effective training.

Goal 3. Align to North Dakota and Minnesota school standards.

- 3.1** Curriculum team will lead this effort, assigning tasks to groups at the three academic levels, i.e., K-6, middle school, high school.
- Work with North Dakota Department of Career and Technical Education.
 - Work with North Dakota Department of Public Instruction.
 - Work with Minnesota Department of Education.

Goal 4. Meet accreditation requirements.

- 4.1** Identify accrediting bodies for appropriate discipline, including K-12 and post-secondary.
- 4.2** Establish protocol and procedures to ensure accreditation is being monitored.

Goal 5. Teacher professional development and certification.

- 5.1** Meet credentials for professional certificates.
- 5.2** Assessment training.
- 5.3** Guidelines or workshops for working with businesses.

Goal 6. Align with North Dakota and Minnesota CTE objectives.

- 6.1** High school curriculum team will lead effort to assure CTE objectives are aligned with Academy curriculum.
- Work with North Dakota Department of Career and Technical Education.
 - Work with Minnesota Department of Education's CTE unit.

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 8. Identify faculty to teach curriculum.

- 8.1** Identify the teacher persona that is needed for these positions.
- 8.2** Identify teachers that match the persona.

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.

Goal 10. Increase support for dual credit/early college models.

10.1 Set up committee to review and monitor dual credit/early college models.

10.2 Coordinate with post-secondary institutions and governing bodies.

- Suggest policy changes as needed at K-12 and post-secondary level.
- Oversee various registration procedures.

Goal 11. Imbed “soft skills” across curriculum.

11.1 Set up committee to determine what “soft skills” are needed and feasible.

- Review best practices and academic literature.

11.2 Determine processes to implement the introduction of soft skills into curriculum.

- Monitor process in which soft skills are incorporated across curriculum.

Strategic Initiative 7

Align scheduling.

Due to the number of school districts, this is one of the most difficult initiatives to administer. Flexibility and willingness to alter current set practices will be needed to accommodate the needs of students and the availability of instructors and classrooms. Many elements will have to be considered at the high school level to achieve success, including transportation, extracurricular activities and maintaining graduation standards. For incumbent workers and new Americans, language and current employment could be obstacles.

Goal 1. Influence policy for more K-12 hands-on training.

- 1.1** Hold ongoing meetings with top leadership of the Academy, participating school districts and participating post-secondary institutions.
- 1.2** Involve all Academy-related advisory groups, curriculum committees and other groups.
- 1.3** Hold period public meetings conveying the work and goals of the Academy.

Goal 2. Hire scheduling coordinator to facilitate Academy class schedules.

- 2.1** Establish scheduling committee with representation from all participating high schools and post-secondary institutions.
- 2.2** Scheduling coordinator will maintain regular contact and interaction with classroom schedulers at all participating high schools and post-secondary institutions.
- 2.3** Scheduling coordinator will identify data sources and how to access and use data needed to develop Academy schedule.

Goal 3. Identify existing class schedules for CTE-related courses at participating high schools and post-secondary institutions.

- 3.1** Academy class scheduler will develop process and data system in collaboration with school schedulers.
- 3.2** Academy class scheduler in cooperation with scheduling committee and curriculum committees will develop a process to prioritize CTE-related courses.

Goal 4. Align and coordinate schedules of high schools and Academy.

- 4.1** Using data acquired by Academy scheduler, the scheduler and scheduling committee will develop prototype of Academy schedule that works with class schedules at high schools and post-secondary institutions.
- 4.2** Academy director and Academy scheduler will prepare/aggregate/disseminate prototype of Academy schedule and relevant data in advance of meeting focused on scheduling.
- 4.3** Curriculum committee chairs, school schedulers and school leaders (or their representatives) will meet to review prototype of Academy schedule that works with class schedules at high schools and post-secondary institutions.
- 4.4** Academy scheduler will revise/amend Academy schedule based on input from meeting.

Goal 5. Develop transportation plan for class and extracurricular activities.

- 5.1** Academy director will assign transportation planning and oversight to staff with responsibility as Academy transportation coordinator.
- 5.2** Transportation coordinator will establish transportation committee including school district staff responsible for transportation/busing.
- 5.3** Transportation coordinator, with input from transportation committee, will develop plan to transport Academy students to and from schools.

Goal 6. Streamline and facilitate process for registration, credits, etc.

- 6.1** An Academy registration task force will be established to facilitate registration procedures among participating schools and post-secondary institutions.

Goal 7. Engage parents at all levels.

- 7.1** Provide regular opportunities for Academy personnel to meet with parents.
- 7.2** Hold annual public forums on Academy scheduling, registration and transportation.

Strategic Initiative 8

Strengthen connections.

A key intention of the Academy is to strengthen the connections between businesses and the education stakeholders, and among districts, two-year colleges and other institutions. Stronger relationships will help develop seamless transitions through the continuum and help align the desired outcomes. They will also help increase the confidence level of all stakeholders.

Goal 1. Build relationships of and assurances for state and local educational systems on value and outcomes of Academy.

- 1.1 Develop training for counselors at all levels to participate together to build relationships and assure consistent content messaging.
- 1.2 Ensure ongoing and consistent communications.
 - Share data across all systems.
- 1.3 Establish and approve priorities as they impact each educational partner.

Goal 2. Become true partners with business and industry in mission and vision of Academy by sector-based engagement and development efforts in order to identify with and respond to workforce challenges and needs.

- 2.1 Hire Academy business partner coach (works with the businesses and teachers to ensure needs are being met).
- 2.2 Engage business in the design and delivery of training programs.
 - Utilize industry subject matter experts.
 - Assure the ability to meet their needs in development of curriculum and instruction.
- 2.3 Develop outreach program.
 - Conduct meetings for businesses and education stakeholders to keep communication open.
 - Establish business and industry advisory group, including workforce organizations, i.e., chamber, GFMEDC, VPP, to assess business needs.
 - Document engagement concerns, solutions.
 - Be responsive and adaptive to the changing needs of employers.

Goal 3. Participate in local economic development planning, workforce activities and initiatives to understand and communicate role of Academy and build trust.

- 3.1 Adopt joint goals that will incentivize partner collaboration.
 - Identify responsibilities so educational systems have clear objective.

Goal 4. Better understand and identify the roles of K-12 districts, adult education, CTE, NDSCS and other contributing entities as a way to build stronger relationships.

Goal 5. Engage with students at appropriate level, allowing them to be a “partner” in the development of programs.

- 5.1 Assess students’ perceptions of the Academy and where it can be improved.
- 5.2 Find out what the student needs are and if there is an interest in the proposed curriculum.

Goal 6. Engage parents, allowing them to be a “partner” in giving feedback to the Academy.

- 6.1 Provide regular opportunities for Academy personnel to meet with parents.
- 6.2 Hold open house at Academy for parents.

Strategic Initiative 9

Educate stakeholders, partners, influencers and community of the value of the Academy.

Creating an atmosphere of support for our role in developing careers in technical and trade careers will be an important objective for us. This includes changing perceptions apparent at multiple levels; parents, students, and even counselors and teachers themselves have been found to promote the four-year degree as the “ideal” career choice, discounting a two-year degree mostly due to lack of awareness of its benefits. To realize desired Academy outcomes, intentional efforts will be developed and implemented to change inaccurate or limited perceptions of technical and trade careers. In addition, education of policy makers will help in changing and developing policy that allows the Academy build successful programs.

Goal 1. Review current perceptions and raise awareness of career opportunities

- 1.1** Conduct an assessment of the current understanding and perspectives to develop a baseline of knowledge gaps and misconceptions.
 - Utilize current research where available.
 - Parents’, students’ and counselors’ current perceptions are key to determining needed messaging.
- 1.2** Build factual background on advantages of expanding perceptions of career options and the success of the Academy approach.

Goal 2. Change policies and regulations that are roadblocks in developing a smooth path for students to receive necessary education from career awareness through training and degree and/or certificate achievement.

- 2.1** Develop comprehensive policy document on policies that impact the Academy, i.e., dual credits, scheduling for awareness education, scheduling for Academy attendance.
 - Build case and messaging for updating policies.
- 2.2** Understand regulations that hinder the system’s ability to move forward quickly to meet community and business partners’ needs.
- 2.3** Partner with key partners to advocate for necessary changes.

Goal 3. Develop and implement comprehensive communications plan to build awareness of Academy and influence perceptions of technical and trade degrees.

- 3.1** Identify target audiences and build database by category.
- 3.2** Develop key messages and construct message matrix by key audience categories.
 - Review all stakeholders’ messaging and speak as one voice.
- 3.3** Determine best vehicles for delivering messages.
- 3.4** Develop materials to promote Academy.
 - Materials will be audience-based.
 - Demonstrate ROI for business, community.

Goal 4. Identify and engage community and state partners, organizations, and networks in support of Academy.

- 4.1** Encourage and secure local government support.
- 4.2** Utilize existing support from work force advocates to help tell the Academy story, i.e., local and state chamber, GFMEDC, Department of Commerce, Valley Prosperity Partnership.
 - Arm them with key messaging and materials.
- 4.3** Make ambassadors of community-based organizations that are not part of the educational system but are educational in nature, i.e., DECA, FFA, Boy/Girl Scouts.
 - Engage their leadership in delivering a broader perspective on career exposure through exploration activities.

EVALUATING PROGRESS

An important part of any venture is the evaluation of all the strategic initiatives. This will help determine progress, what is working and what can be improved. The first step in any evaluation is to set goals and determine what key performance indicators (KPIs) will be most important in moving forward. A number of areas were discussed and many of them will be used in multiple strategic areas. The following KPIs have been identified as valuable in determining the success of the Academy.

- Results of existing standardized assessment measurements that have components related to Academy goals.
- Classroom time (hours) devoted to career awareness, exploration and preparation in K-12 settings.
- The number and quality of engagements between schools and business/industry.
- The number of high school students taking Academy coursework.
- The number of teachers participating in Academy class offerings.
- High school retention and graduation rates.
- High school graduates going on to two- and four-year colleges.
- High school graduates obtaining jobs in technical and trade careers right out of high school.
- The number of incumbent workers and new Americans in the trade and technology area through the Academy.
- Employment statistics from Cass and Clay Counties.
- Satisfaction ratings from students, school teachers, college faculty, administrators, parents and employers (ratings would be on a variety of relevant topics).
- Perception of two-year degrees among stakeholders.
- Perceived value of Academy among stakeholders.
- External academic accreditation reviews for both K-12 schools and post-secondary institutions.
- The findings from regular, ongoing program evaluation of Academy.

Advisory groups/committees

An important inclusion in the Cass-Clay Career Workforce Academy Strategic Plan is the notion of participation and transparency. This is based on the idea that an organization that involves actors, administrators and stakeholders from many diverse areas will function at an optimal level if the voices of the various groups can be represented in decision-making and allocation of effort and resources. This representation of participant views is demonstrated by the numerous advisory groups and committees described in the Academy Strategic Plan. Below, the various groups and committees identified in the Strategic Plan are enumerated with their membership noted.

Academy Steering Committee

Academy Leadership Team under NDSCS

Advisory board from K-12, two-year colleges, businesses and industry representatives

K-8 task force of teachers/administrators

Advisory committee of employers and teachers for K-8

Advisory committee of employers and teachers for middle school

High school task force of teachers/administrators/counselors for curriculum

Advisory committee of employers and teachers for high school

Curriculum team from all three stakeholder groups for overall K-12

Committee to develop matrix on existing course offerings

Committee to review and monitor dual credit/early college models

Committee to determine what “soft skills” are needed

Scheduling committee with representation from all participating high schools and post-secondary institutions

Transportation committee including school district staff responsible for transportation/busing

Registration task force

References and contributors

In the development of the Cass-Clay Workforce Academy Strategic Plan, background research included reviewing relevant topical information found in academic literature and at the websites of professional associations, think tanks, universities and K-12 schools/academies. Additional information was also acquired by communicating directly with individuals knowledgeable about academies in various parts of the country. Multiple telephone interviews were also conducted with business and industry leaders in the Cass-Clay community to gain further understanding of the local dimension and interest in the Academy.

Below are those organizations included in the research conducted in the production of the Academy Strategic Plan:

Bismarck Career Academy, Bismarck, ND
 CTE Academy, Sioux Falls, SD
 Linked Learning, Sacramento, CA
 The Academies of Nashville, Nashville, TN
 National Career Academy Coalition (NCAC), Nashville, TN
 North Dakota Department of Public Instruction
 Career Academy Support Network (CASN), Berkeley, CA
 Advance CTE, Silver Springs, MD
 Association for Career & Technical Education (ACTE), Alexandria, VA
 Career and Technical Education, Lake County Schools, FL
 Illinois Community College Board, Springfield, IL
 Metro Career Academy, Oklahoma City, OK

Business leaders representing the following:

FM Area Foundation
 First International Bank
 WCCO Belting
 Cardinal IG
 Intercept Corp
 Cass County Electric
 General Equipment
 Industrial Builders
 Matrix Properties
 McNeilus Steel
 Xcel Energy
 Midco

K-12 Participants in the Strategy Planning Input Groups

NDSCS Participants in the Strategy Planning Input Groups

1 HB1199 – NDCTE Grant Program and authorize a BND line of
2 credit.

3 Mandan Public Schools – Dr. Jeff Fastnacht, Asst. Superintendent

4 Good morning, Chairman Bekkedahl and members of the Senate
5 Appropriations Committee.

6 As the past president of the North Dakota Department of Career
7 and Technical Education Board, during the time of the
8 distribution of the Federal Coronavirus Capital Projects Funds I
9 wish to extend my support for HB 1199.

10 During the difficult task of administering these grant funds it
11 became readily apparent that the need for robust CTE career
12 academies was outpacing the funds available. The competition for
13 these grant funds was fierce and many communities and regions
14 stepped in with both feet ready to address our state’s workforce
15 challenges. The awarding of these funds, by the Board, in March
16 of 2022 was seen as the springboard for the applicants to begin
17 construction of these worthy centers. Only to have delays from
18 the United States Treasury, which hold the funds, to release any

1 of the 68 million. This has caused each of the applicants to either
2 put a hold on these worthwhile projects or take the risk of
3 completing the projects with uncertainty of funding.

4 The Heart River CTE Center project, which I have the privilege
5 of leading in Mandan, was funded for 10 million dollars has four
6 projects. Three projects in our plan are advancing despite the
7 uncertainty of these funds while one part of the project, in Hebron,
8 is completely on hold. Your support for HB1199, with an
9 emergency clause, would help all the applicants, including Heart
10 River, to move forward on these valuable workforce development
11 centers with a sense of financial security.



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HB 1199
Senate Appropriations
January 30, 2023
Testimony of Alexis Baxley

Good morning, Chairman Bekkedahl and members of the Senate Appropriations Committee. My name is Alexis Baxley, and I serve as the executive director of the North Dakota School Boards Association. NDSBA represents the elected school boards of all 170 public school districts and several special education units in North Dakota.

NDSBA stands in support of HB 1199. I was fortunate to serve on the committee that reviewed the Career and Technical Education center applications and awarded the grants earlier this year. Every single project submitted was very impressive. I can not say enough positive things about these projects and the CTE work being done in our state. We know that students who experience CTE often thrive, and expanding the number of CTE centers in our state would have a tremendous effect on student outcomes and workforce development – a true win-win for North Dakotans.

The legislature saw the benefits of CTE and authorized the funds for these centers in both the 2021 regular and special sessions. We appreciate that support.

Unfortunately, many of the projects have stalled because the federal funds have not yet been made available. HB 1199 would allow most of those projects to restart and continue construction while we wait for the funds to be released by the federal government. The additional appropriation to cover accrued interest is a worthy investment in our state, our students, and our workforce. The sooner when can get access to funding to these projects, the better.

The North Dakota School Boards Association urges a do-pass on HB 1199. Thank you.

**Senate Appropriations
HB1199**

January 30, 2023

Chairman Bekkedahl and members of the Senate Appropriations Committee, for the record, my name is Wayde Sick, State Director for the Department of Career and Technical Education. I am here to testify in support of HB1199.

During the 2021 Special Legislative Session, the Department of Career and Technical Education was appropriated approximately \$88.3 million dollars for the construction, renovation, maintenance and equipment of Career and Technical Education Centers. The source of these funds was \$20M in America Recovery Plan Act funds and \$68.3M of Coronavirus Capital Projects Funds. The state has access to the \$20M but is still waiting for access to the Coronavirus Capital Projects Funds. The State submitted its Grant Application to the United States Treasury in December 2021, shortly after the adjournment of the special session, which was approved. The State's Grant Plan was submitted in February 2022. To date, the Coronavirus Capital Projects Funds have still not been released by the US Treasury for the CTE Capital Projects program. There have been several inquiries to the US Treasury from the ND Office of Management and Budget, Governor Burgum's Office, and our Congressional Delegation, requesting the status of the release of the funds. Recently, we have been assured the funds are coming, but due to lack of staffing, the US Treasury is encountering a backlog.

Currently, there are thirteen projects, across the state of North Dakota, involving approximately one-hundred school districts, eleven post-secondary institutions, many

workforce development partners and thousands of high school and post-secondary students and workforce training recipients waiting for the projects to move forward. I need to also mention the multiple private sector partners, that provided much of the required grant match.

HB1199 would provide the Department of Career and Technical Education loan authority, through the Bank of North Dakota to help move these approved projects forward. The grantees have been waiting patiently, unable to go out for bid, secure contractors and expand CTE programming. This loan authority will give them a level of security, knowing they can progress in their work, and hopefully, not miss yet another construction season. This delay in access to funds has also negatively impacted the success of these projects, due to increase in construction costs since applications were submitted in December 2021.

The bill also allows the Department of Career and Technical Education to grant funds to foundations that are working with school districts on these projects. Currently, NDCTE only has the authority to grant funds to a school district, on behalf of the project. This provides flexibility to grant funds to a foundation, which would benefit the Cass County CTE Center project. The Cass County project is a unique partnership between the school districts and the North Dakota State College of Science. This flexibility will help ensure success and access to high school and post-secondary students in the Cass County area.

This concludes my testimony, and I am happy to stand for any questions.



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Testimony of Dana Hager
Economic Development Association of North Dakota
In Support of HB 1199
Jan. 30, 2023

Chairman Bekkedahl and members of the Senate Appropriations Committee:

My name is Dana Hager, executive director of the Economic Development Association of North Dakota (EDND). EDND represents more than 80 state economic development organizations and businesses on the front line of economic development efforts throughout North Dakota. The organization's primary purpose is to promote the creation of new wealth throughout North Dakota, develop more vibrant communities and improve quality of life. I want to express our support for HB 1199.

Building North Dakota's future workforce through investments such as career and technical (CTE) programs is an important step for our members. We recognize the importance of workforce education programs and the need to support training capacity that correlates with the state's workforce needs.

North Dakota's leaders and communities are rising to the workforce challenge by expanding and constructing CTE centers which are essential investments for our future and for solving the current workforce problem. Acting on the funding issue for our CTEs is a smart step to keeping progress going and supplying support where needed most.

EDND's members are passionate about addressing our most critical occupational needs and are here to express support for HB 1199. Thank you for your continued commitment to ensuring our school districts and communities have support as they educate our future workforce.



Senate Appropriations Committee

House Bill 1199

January 30, 2023

Chairman Senator Bekkedahl and members of the Senate Appropriations Committee. The Valley Prosperity Partnership (VPP) is a membership organization led by business executives – joined by leaders from higher education, economic development, and chambers of commerce – to advance and advocate for shared strategic economic development opportunities that will strengthen and diversify the Red River Valley region and the entirety of North Dakota.

The VPP greatly appreciates the funding that the Legislature appropriated in the 2021 session for career & workforce academies in the state, which included the Career Impact Academy in Grand Forks and the Career Innovation Center (CIC) in Fargo. The centers will allow learners to explore local career fields in high demand and earn certifications or college credit, introducing them to regional industry and colleges, which helps strengthen workforce pipelines throughout the state.

Due to delays in appropriated funds from federal coronavirus capital projects centers throughout the state have been put on hold. Therefore, the VPP supports the extension of a line of credit from the Bank of North Dakota 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 build career academies through the statewide area and career center initiative grant program. This funding will put centers from throughout the state that have already earned significant commitments of local funds back on track to help fill the workforce gap in North Dakota.

Valley Prosperity Partnership Steering Committee

Brian Johnson, CEO, Choice Bank,
Co-Chair Valley Prosperity Partnership*

Judd Graham, Market President
Dacotah Bank - Fargo
Co-Chair Valley Prosperity
Partnership*

Jonathan Holth, JLG Architects
Vice Co-Chair*

Marshal Albright, President & CEO
Cass County Electric Cooperative,

Andrew Armacost, President
University of North Dakota

Steve Burian, President & CEO
Burian & Associates

Dan Conrad, President & CEO
Blue Cross Blue Shield North Dakota

David Cook, President
North Dakota State University

Tim Curoe, CEO
RD Offutt Company

Mylo Einarson, President & CEO
Nodak Electric Cooperative

Chad Flanagan, Partner
Eide Bailly

Rod Flanigan, President
North Dakota State College of Science

Todd Forkel, CEO
Altru Health System

Shannon Full, President/CEO
Fargo Moorhead West Fargo
Chamber of Commerce*

Shawn Gaddie, Director of Infrastructure
Management Services, AE2S
AE2S

Jim Galloway, Principal
JLG Architects

Kevin Hanson, President & CEO
Gate City Bank

Tiffany Lawrence, CEO & President
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Keith Lund, President & CEO
Grand Forks Region EDC*

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Midco

Jeff Melgaard, Vice President
Construction Engineers

Tammy Peterson, Grand Forks Region
President & Ag Banking Director
Bremer Bank

Joe Raso, President & CEO
Greater Fargo Moorhead EDC*

Jim Roers, President & CEO
Roers Construction & Development

Richard Solberg, Chairman & CEO
Bell State Bank & Trust

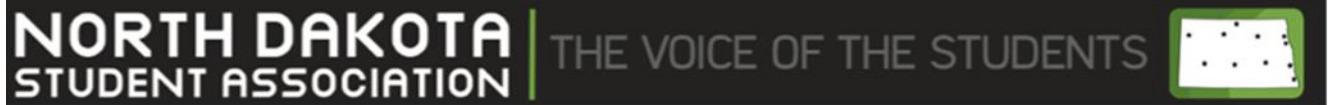
David White, President
Border States Electric

Barry Wilfahrt, President & CEO
The Chamber Grand Forks/East Grand
Forks*

Chris Wolf, North Valley Market President
Alerus Financial

Delore Zimmerman, Executive Director*

* Member Executive Committee



HB 1199

January 30th, 2023

Rylee Lindemann, North Dakota Student Association

701-297-6916 | rylee.lindemann@ndus.edu

Chair and Members of the Committee: My name is Rylee Lindemann, and I am the Vice-President of Governmental Affairs for the North Dakota Student Association and I am testifying in support HB 1199

The North Dakota Student Association is a student organization established in 1969 dedicated to ensuring that students have a voice at the table in policy that affects Higher Education. We consist of delegates from each of the 11 public institutions meeting monthly to engage students in ND Higher Education policy. Our mission is to empower students, create collaboration between the student bodies of the North Dakota public universities, and to give a student perspective on higher education policy.

HB 1199 would have a significant positive impact for the state. The NDSA represents students from eleven institutions of higher education, including five community and technical colleges that would directly benefit from the allocations proposed in HB 1199. By continuing to support and expand options for career development and technical education, HB 1199 would greatly assist by funding opportunities to break into high-value industries. The appropriation of funds and expansion lines of credit, to the department of career and technical education will help provide the financial resources necessary to adequately fund projects and grants that will in turn promote technical educational opportunities as well as supporting career initiatives.

Moreover, this would result in an increase in the number of opportunities for students in North Dakota. At a time when our state is investing more than ever in efforts to retain the population, HB 1199 would relieve that pressure by providing North Dakotans with further opportunities for

education and career growth. HB 1199 effectively funds the department most adept at finding the projects, grants, and solutions that will provide opportunities to develop a career within North Dakota. On behalf of the North Dakota Student Association, I urge the committee to provide a DO PASS recommendation on HB 1199.



FMWF Chamber Support for HB 1199

01/30/2023

Chair Bekkedahl and members of the Senate Appropriations Committee,

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 1199.

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 would then expand the interior build-out of the building and establish additional programming, utilizing the 10 million dollars allocated during the special session. Finally, Phase 3 of the project would fully build out the entire 115,000+ sq. ft. space and finalize all programming aspects, should we be fortunate enough to receive inflationary impact funds, as recommended in the governor's budget recommendation.

On behalf of our members, I would like to thank the committee for their time and consideration this morning.

Respectfully,



Shannon Full
President/CEO
FMWF Chamber of Commerce
sfull@fmwfchamber.com



Michael Hanson, Director
 Michael.Hanson@k12.nd.us

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Testimony of Michael Hanson, Director

North Valley Career & Technology Center
 Senate Appropriations Committee
 January 30, 2023

Chairman Bekkedahl and Members of the Senate Appropriations Committee:

Thank you for the opportunity to provide written testimony in support of HB1199. My name is Mike Hanson, Director of North Valley Career & Technology Center. We serve our member school districts of Drayton, Grafton, Midway, Minto, Park River, and Valley-Edinburg.

North Valley was awarded funding through the CTE Capital Projects Grant. This would add new pathways to our Grafton and Minto locations, as well as adding a satellite site to add CTE programs in Cavalier, which could serve the districts of Cavalier, North Border, and Langdon. Unfortunately, these federal funds have not been released, thus delaying projects and program delivery to these districts. Delays are now contributing to increased project expenses due to material costs, labor increases, and growing inflation. Another issue with the delay is that districts are utilizing ESSR Funds as a match, and those funds have a deadline in which they need to be expended by.

Over the past several years, North Valley has been working with over 140 industry and agency partners, such as the American Crystal, Northeast Manufacturing Group, and the Red River Regional Council, to stay relevant on what programs we offer. These conversations lead us to the decision to add pathways like Automated Manufacturing, Precision Ag, Food Processing, Health Science, IT, Robotics, and more. The Capital Project funds would allow us to implement these programs, which are all high demand areas in our region and state.

We ask for your support now in the 2023 - 68th Legislative Assembly to approve HB1199 to avoid further delays and expenses for these already approved projects. Investing in Career & Technology Centers is not only a vision for learners, but a legacy for North Dakota education and workforce development.

Sincerely,

A handwritten signature in black ink that reads 'Michael S. Hanson'.

Michael S. Hanson
 Director, North Valley Career & Technology Center

Representative Mike Lefor

HB 1199 Testimony

Good morning chair Bekkedahl, vice chair Krebsbach, and members of the Senate appropriations committee, for the record my name is Mike Lefor and I represent District 37 – Dickinson in the House. I bring HB 1199 to you for your consideration.

During the special session of the legislative assembly, approximately \$88 million was allocated for the construction of career and tech academies in the state. These dollars were allocated through the federal government's American Rescue Plan or ARPA for short. Since then, only \$20 million of those dollars has been moved to these projects. We are waiting for the federal government to authorize the use of these dollars for the purposes contained in this bill. It may take several months to gain approval.

As many as 13 projects were affected by this process and a partial release of funds, has stopped the progress of many of these projects. Additionally, with inflation and supply chain issues, the costs have risen since this was approved by the legislative assembly.

HB 1199 would move those dollars to these projects faster than it is expected to be released by the federal government and we would not lose another construction season. The remaining balance of this previously approved plan would be \$68,276,228 and would be moved through a line of credit at the Bank of North Dakota at prevailing interest rates.

Finally, the sum of up to \$2,000,000 in order pay interest to the bank. It is hoped that those dollars will become available within several months and that amount will not become necessary. The bill also provides that if the funds are not sufficient to repay the line of credit, or the federal government does not move forward with final approval, the department of career and technical education shall request a deficiency appropriation from the 69th legislative assembly.

On page two, lines 13 and 14, it allows for funding to be awarded to foundations which are working with career and tech academies projects. There is one foundation working with an academy and this allows for the funding to flow to that project as well.

Finally, in Section 4, it authorizes the Bank of North Dakota to transfer \$20,000,000 from the banks current earnings to the PACE program. The program has been very successful and the funding will allow them to complete the loans applied for in the current biennium. This was a request from the bank. The amended bill contains the emergency clause to move these dollars to these CTE projects and the Bank more rapidly.

That concludes my testimony and I would happy to answer any questions. Thank you.



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Testimony before Senate Appropriations

January 30, 2023

Todd Steinwand, President

Bank of North Dakota

Mr. Chairman and members of the Committee. I am Todd Steinwand, President and CEO of the Bank of North Dakota. I am here today to support the proposed amendment to HB1199 providing an appropriation of \$20,000,000 to Bank of North Dakota for its Partnership in Supporting Community Partnership (PACE) programs. The PACE programs are a public-private partnership with local financial institutions and communities intended to support economic development and diversification in the state.

As with almost every BND loan program, a lead financial institution must initiate and underwrite the loan which is then "participated" with BND. The goal of the program is to provide a "buydown" of the interest rate for a project that meets program guidelines. The buydown amount is based on the amount of investment or number of jobs created and requires the community to participate by providing a local contribution amount based on a percentage assigned to the community.

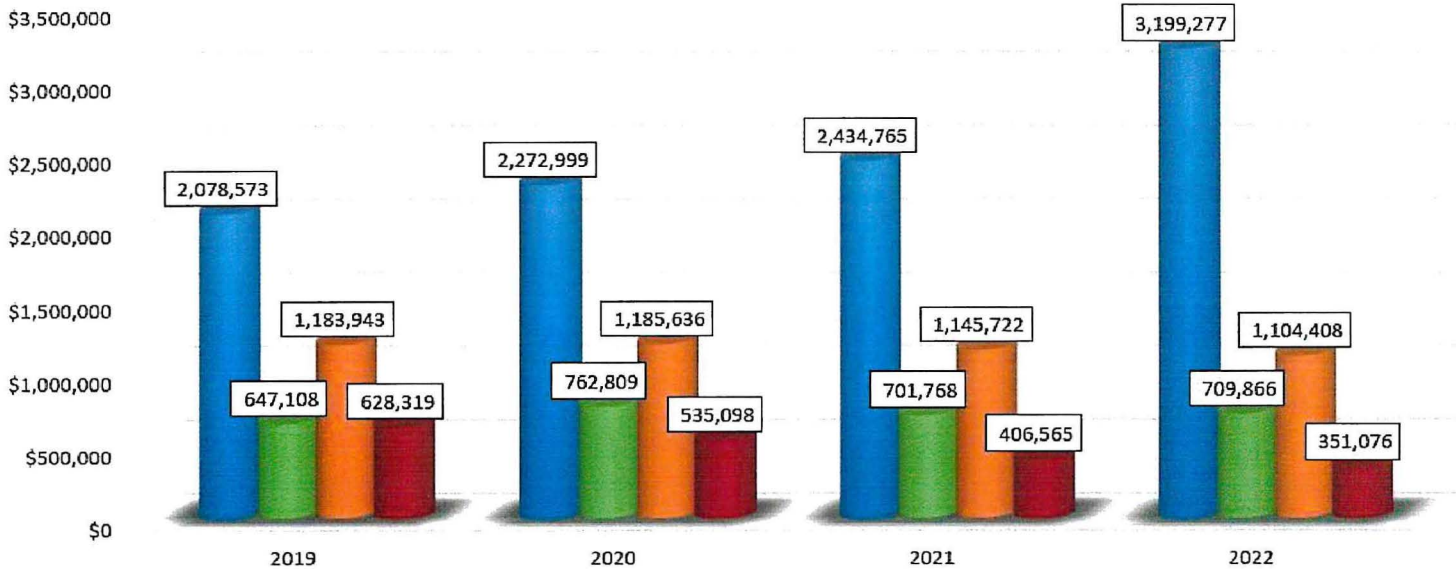
The normal process for allocating funding for the PACE programs is during the legislative session BND will provide, as part of its appropriation request, an amount for the anticipated need during that biennium. This amount is then appropriated from BND's earnings.

- In the 2019-2021 biennium, the appropriation was \$37,000,000.
- For the current biennium (2021-2023) the appropriation was \$40,000,000.

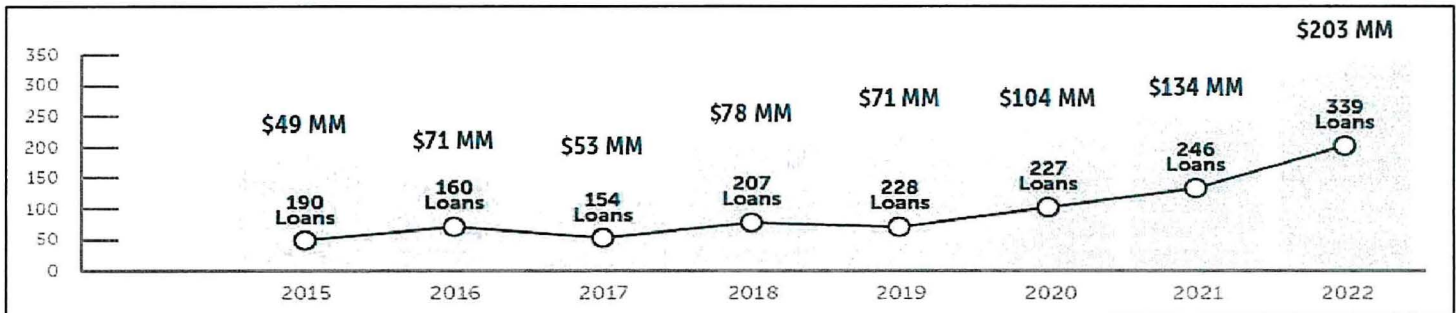
Normally, the \$40,000,000 appropriated would last the biennium. However, this is not a normal biennium. Over the last 2-years, BND's total loan volume, based on economic activity in North Dakota increased from \$1.756B in 2021 to \$2,830B in 2022. Today, commercial and Ag loans are almost \$4 with a total loan portfolio of approximately \$5.4B. The graph on the next page provides an overview of activity from the last four years.

BND Loan Portfolio 2019-2022

■ Commercial
 ■ Farm
 ■ Student
 ■ Residential



This substantial growth in the loan portfolio created increased demand on the PACE programs as well. Following is a chart representing the growth in the PACE program loans over the last 7-years. As you can see, in 2022, BND initiated over \$200m in loans in the PACE programs.



As a result of the tremendous growth and demand, the \$40,000,000 appropriated for this biennium was exhausted on January 1 with 6 months remaining in this biennium. Today, BND is requesting an appropriation of \$20m with an emergency clause to ensure the loans currently in process and anticipated for the rest of the biennium can be funded. On the following page, for your information is a chart showing the distribution of PACE loans over the last 7-years.

PACE Loan Originations 2015-2022

Loan types include:
PACE, Flex Pace and Agriculture PACE

