

ND STATE BOARD OF HIGHER EDUCATION

Minutes—September 14-15, 2005

Bottineau, ND

September 14, 2005 – Lakeside Center for Life

The SBHE and Chancellor's Cabinet met at 4:30 p.m. to discuss the long-term finance plan review.

Board members present were:

Ms. Pamela Kostelecky, President	Dr. Richard Kunkel
Mr. John Q. Paulsen, Vice President	Ms. Patricia Olson
Ms. Sue Andrews	Mr. Richie Smith
Mr. Bruce I. Christianson	Dr. John Pederson, Faculty Advisor
Ms. Beverly Clayburgh	

Presidents, campus deans, and campus representatives present:

Dr. Wayne Boekes, BSC	Dr. Sharon Hart, NDSCS
Dr. Lee Vickers, DSU	Dr. Joe Chapman, NDSU
Dr. Sharon Etemad, LRSC (via phone)	Dr. Bob Gallagher, UND (via phone)
Dr. Pam Balch, MaSU	Dr. Ellen Chaffee, VCSU
Dr. David Fuller, MiSU	Dr. Joe McCann, WSC
Dr. Ken Grosz, MiSU-BC	

Staff members present:

Dr. Robert L. Potts, Chancellor
Dr. Michel Hillman, Vice Chancellor for Academic & Student Affairs
Ms. Laura Glatt, Vice Chancellor for Administrative Affairs
Mr. Eddie Dunn, Vice Chancellor for Strategic Planning/Executive Director CTEC
Mr. H.P. Seaworth, General Counsel/Executive Secretary
Ms. Debra Anderson, Public Affairs Director
Ms. Sheila Tibke, SBHE Administrative Secretary/Financial Aid Assistant

Mr. Craig Schnell, NDSU, and Mr. Ron Dorn, MiSU, provided an update on the long-term finance plan review. Mr. Schnell reported that the committee has met four times. He distributed a status report, which included revised long-term finance plan guiding principles that the committee unanimously recommends, but suggested they are not ready for SBHE approval, since

the Cabinet has not had an opportunity to review the draft yet. The draft principles are as follows:

1. Funding for higher education must be a shared responsibility of the state – through state general fund appropriations, students-through tuition, and campuses-through efficiency and generating other revenues.
2. The SBHE remains accountable for maintaining affordable access for North Dakota citizens, by continuing to approve tuition rates and program fees for each campus. In addition, campuses are given flexibility to assess additional charges consistent with SBHE policy and to administer institutional discounting policies, within SBHE policy provisions.
3. An engaged biennial process, including input from the campuses, is utilized in defining and recommending the allocation of new state resources consistent with NDUS priorities.
4. Campuses should be held accountable for the outcomes of the goals and objectives outlined in their campus strategic plans and their Roundtable campus alignment plans, and also be rewarded and recognized for accomplishing the goals and objectives and exhibiting behaviors consistent with the Roundtable principles.
5. Campuses should be encouraged to diversify and generate additional revenue sources.
6. Campuses should retain their most current biennial state general fund appropriation as base operating funds, except perhaps in the even of a budget rescission.
7. Campuses' unique missions should be recognized in establishing base operating funding and adequate funds should be provided to maintain institutional capacity to deliver their mission.
8. New biennial appropriations exceeding current base operating funds should be provided to:
 - a. Address base funding to be allocated as parity and equity. Base funding should include allocations to: 1) address parity or inflationary operating cost increases and 2) address equity differentials, based on peer comparators, as determined by the peer selection criteria and process, and based on agreed-upon targets outlined in the finance plan. Internal funding differences, while discouraged, should be understood and explainable;
 - b. Address statewide priorities through separate initiative appropriations to the SBHE. Funds should be allocated from the Board Initiative appropriation to encourage behavior consistent with the Roundtable principles; and
 - c. Address capital assets to maintain and replace the states assets; and
 - d. Address systemwide programs and services to provide effective and efficient delivery across NDUS campuses, where appropriate, to support student aid, and other SBHE priorities
9. Campuses should be given the flexibility to allocate resources consistent with the priorities established in their strategic plans.
10. Peer benchmark comparisons should be used for estimating the funding needs of campuses.

Regarding the allocation of the \$2 million equity funding included in SB 2003, Mr. Dorn indicated the committee has reviewed 35 different options, to date, with most, if not all, funding allocated to equity. Of the 35 options reviewed, the committee has focused on about six options that might work. Mr. Dorn said the committee continues to review other options and is attempting to reach agreement on the methodology for allocation of the resources, particularly the equity portion. The distribution currently being considered is \$1.5 million to equity, \$300,000 for capital assets (only for campuses that didn't receive a special appropriation from the legislature), and \$200,000 to address escalating utility costs. Responding to a question from President Kostecky, Ms. Glatt indicated that, for analysis purposes at this time, the committee is using the current long-term finance plan for allocating the \$2 million, but no final decision has been made. She said she is concerned about defending to the legislature the allocation of the \$2.0 million equity funding based on the current model, should the new model suggest the funding should be allocated differently.

Mr. Paulson, Ms. Andrews and Dr. Kunkel stated their support for using the current model for the allocation of the \$2.0 million equity funding. They indicated the funding was intended to help the three campuses who were furthest behind their peers during the session (BSC, LRSC and NDSU). Dr. Chapman supported this position.

In response to a question from Mr. Smith, President Kostecky said the SBHE cannot abdicate its responsibilities on tough issues to others. We must be able to air our differences, but resolve issues and move on.

Mr. Smith and Ms. Clayburgh suggested it is important to allocate the funding as soon after January 1 as practical and if the new model is completed by that time, we should consider using the new model for the allocation of equity funding; however, we should not delay the allocation of the funding if the new model is not ready.

Mr. Christianson pointed out that the plan is based on three primary funding components—the state, students and the campuses. He said all of the parties, including the state, have to step up to the plate in addressing the funding challenges.

Mr. Dorn said the committee will continue to meet at least monthly and the projected completion date is February 2006. Ms. Glatt said an approved plan will be needed before the 2007-09 biennial budget request can be developed and that process usually starts in February.

Ms. Glatt said the committee would forward options and recommendations to the Administrative Affairs Council, presidents, chancellor, and ultimately the SBHE.

No action was taken. The meeting adjourned at 5:55 p.m.

September 15, 2005 – Minot State University–Bottineau Campus

BREAKFAST MEETING

Board members met for breakfast in the Thatcher Hall Gymnasium to interact with leaders from student government, staff senate, and faculty senate. No action was taken.

BUSINESS MEETING

The State Board of Higher Education met in the Nelson Science Center Room 125. The Board president called the meeting to order at 9:15 a.m. Members present:

Ms. Pamela Kostelecky, President	Dr. Richard Kunkel
Mr. John Q. Paulsen, Vice President	Ms. Patricia Olson
Ms. Sue Andrews	Mr. Richie Smith
Mr. Bruce I. Christianson	Dr. John Pederson, Faculty Advisor
Ms. Beverly Clayburgh	

Presidents, campus deans, and campus representatives present:

Dr. Wayne Boekes, BSC	Dr. Sharon Hart, NDSCS
Dr. Lee Vickers, DSU	Dr. Joe Chapman, NDSU
Dr. Sharon Etemad, LRSC	Dr. Bob Boyd, UND
Dr. Pam Balch, MaSU	Dr. Ellen Chaffee, VCSU
Dr. David Fuller, MiSU	Dr. Joe McCann, WSC
Dr. Ken Grosz, MiSU-BC	

Staff members present:

Dr. Robert L. Potts, Chancellor
Dr. Michel Hillman, Vice Chancellor for Academic & Student Affairs
Ms. Laura Glatt, Vice Chancellor for Administrative Affairs
Mr. Eddie Dunn, Vice Chancellor for Strategic Planning/Executive Director CTEC
Mr. H.P. Seaworth, General Counsel/Executive Secretary
Ms. Debra Anderson, Public Affairs Director
Ms. Sheila Tibke, SBHE Administrative Secretary/Financial Aid Assistant

Rep. Hunsakor attended portions of the meeting.

MINUTES

It was moved by Clayburgh, seconded by Andrews, to approve the minutes of the June 16, 2005, and July 13-14, 2005, meetings. Andrews, Christianson, Clayburgh, Kunkel, Olson, Smith, Paulsen, and Kostelecky voted aye. The motion carried.

BOARD PRESIDENT'S REPORT

President Kostelecky reported:

- ♦ Orientation for Dr. Pederson was held July 12.
- ♦ The annual joint meeting of the SBHE, Department of Career and Technical Education/State Board of Public School Education, and the Education Standards and Practices Board will be held September 27, 2005, in Bismarck.
- ♦ NDSCS announced the development of a Center for Nanoscience Technology Training to be located at the Skills Technology and Training Center in Fargo.
- ♦ Demolition of the North Central Research Center “Poor Farm” building was scheduled to begin Monday, September 12.
- ♦ Ms. Olson represented the Board at the annual ACCT Conference in Seattle September 7-10. Ms. Olson briefed the Board on the conference.

CHANCELLOR’S REPORT

Chancellor Potts reported:

- ♦ The NDUS received \$30,000 from the Bank of North Dakota and Morgan Stanley for scholarship funding
- ♦ Lt. Gov. Dalrymple met with campus representatives August 31 to discuss the status of economic development centers of excellence being considered.
- ♦ The ConnectND project has officially transitioned from implementation to operational status. The oversight committee has been appointed – Dr. Balch (chair), Dr. McCann, Mr. Phil Boudjouk, Mr. Bob Gallager, Dr. George McClellan, Mr. Ryan Rauschenberger (NDSA), Mr. Charlie Robertson (CCF), Ms. Glatt, and Mr. Crawford
- ♦ He has reviewed and approved all 2005-06 annual budgets. The annual average salary increases across the system was 5.3%.
- ♦ Several legislative committees have met in recent weeks including the Budget Committee on Government Services, Employee Benefits Committee, Legislative Audit and Fiscal Review Committee, Budget Section, and Legislative Council.
- ♦ An NDUS committee of finance and human resource officers from UND, DSU, MiSU, NDSCS, NDSU, and the NDUS office has begun meeting with representatives from TIAA-CREF to review retirement investment alternatives recently added by TIAA. A recommendation will be presented to the Board at a future meeting.
- ♦ The NDUS office was awarded \$343,906 in federal Eisenhower funds to be allocated on a competitive basis to North Dakota higher education institutions for programs to support continuing professional development for K-12 teachers with a focus on math and science. This will be administered in partnership with DPI.
- ♦ Mr. Bob Larson participated in a panel presentation at the National University Telecommunications Network.
- ♦ He met with the North Dakota School Study Council, a group of superintendents that represent the state’s largest school districts.
- ♦ He addressed the NDSCS faculty and staff at the beginning of the fall semester.
- ♦ He attended the 2005 annual McREL Policy Forum.
- ♦ He spoke to the education committee of the Minot Chamber of Commerce about the benefits of higher education and K-12 working together to address common educational challenges in North Dakota.

ND STUDENT ASSOCIATION REPORT

Mr. Lucas Larson, NDSA president, reported the first NDSA meeting would be held September 16-17 in Bismarck. Agenda items include unity within the NDSA to become stronger and to put all students on the same page, a survey to see what students think of ConnectND, and selection of a lobbyist.

COUNCIL OF COLLEGE FACULTIES REPORT

Chris Keller, CCF president, reported the first meeting of the CCF was held September 13. Discussion items included the 2006 Arts and Humanities Summit, the collapse of the implementation of a system-wide learning management system, and a joint meeting with the SBHE, possibly on November 17. Discussion issues at the joint meeting could include the 2006 employee compensation report and unequal compensation increases in the current contract year.

BOARD BUSINESS

2005-06 SBHE Objectives

President Kostecky presented draft objectives for the SBHE for 2005-06. The objectives were drafted as a result of the July SBHE retreat.

It was moved by Andrews, seconded by Olson, to adopt the following resolution.

RESOLVED, that the SBHE adopts as its 2005-06 SBHE Objectives the attached list (listed below) of Board Objectives for FY-06.

1. Revise existing, or develop a new, long-term finance plan and resource allocation mechanism, including equity differentials
2. Strengthen communication and working relationships with legislators, governor, private sector, K-12 and with and among all SBHE members, chancellor, presidents, and system office staff
3. Fully engage the Roundtable in defining and aggressively pursuing the next level of performance for the University System, in achieving the system's mission (of enhancing the quality of life of all those we serve and the economic and social vitality of North Dakota through the discovery, sharing, and application of knowledge)
4. Insure timely and successful implementation of the centers of excellence initiative
5. Cooperate with the Legislative Council in selecting a consultant and conducting the interim study of the higher education Roundtable goals and objectives, funding methodology and accountability

6. Develop and implement a statewide plan which will increase the capacity of the University System to respond to the workforce development needs of business and industry in a timely manner
7. Develop and implement a performance-awareness and university system image plan for all stakeholders

Andrews, Christianson, Clayburgh, Kunkel, Olson, Smith, Paulsen, and Kostelecky voted aye. The motion carried. Exhibit A.

NDUS Long-range Goals

Mr. Dunn presented potential new NDUS long-range goals.

It was moved by Christianson, seconded by Paulsen, to amend the NDUS long-range goals by striking “and problems” from goal 2. Andrews, Christianson, Clayburgh, Kunkel, Olson, Smith, Paulsen, and Kostelecky voted aye. The amendment carried.

It was moved by Paulsen, seconded by Smith, to approve the following resolution.

RESOLVED, that the SBHE approves as its Long-Range Goals to be incorporated in its strategic plan the attached list (listed below) of NDUS Long-Range Goals.

1. Continue to be a national leader and a model for other states in effectively utilizing the power and potential of a University System to enhance the economic and social vitality of a state.
2. Achieve the vision of the Roundtable on Higher Education of creating a university system for the 21st century – a system that is: academically competitive nationally and internationally; engaged at every level with the needs of the state and its citizens; accessible and responsive to all citizens of the state, both individual and corporate, and; it will have proven to be a solid investment for the state and is seen as such by its citizens.
3. Create an environment, based on mutual trust, within the University System and in cooperation with the key stakeholders of higher education which embraces a common vision, a clear set of expectations and agreed-upon accountability measures which are mutually developed and supported by the University System and its stakeholders.

Andrews, Christianson, Clayburgh, Kunkel, Olson, Smith, Paulsen, and Kostelecky voted aye. The motion carried. Exhibit B.

Workforce Training Business Plans

Mr. Dunn presented the annual business plans from the four work force training quadrants.

It was moved by Paulsen, seconded by Kunkel, to approve the following resolution.

RESOLVED, that the SBHE approves the four work force training business plans for FY 06 as submitted.

Andrews, Christianson, Clayburgh, Kunkel, Olson, Smith, Paulsen, and Kostelecky voted aye. The motion carried. Exhibit C.

2006 SBHE Meeting Schedule

President Kostelecky presented a draft 2006 SBHE meeting schedule.

It was moved by Clayburgh, seconded by Andrews, to approve the following resolution.

RESOLVED, that the attached 2006 SBHE meeting schedule (listed below) is adopted.

Date	Location
January 19	Conference call
February 16	VCSU
April 6	MiSU
June 15	WSC
July ??	Retreat
August 17	Conference call
September 21	DSU
September 26	Joint boards meeting
November 9	LRSC
December 21	Conference call

Andrews, Christianson, Clayburgh, Kunkel, Olson, Smith, Paulsen, and Kostelecky voted aye. The motion carried. Exhibit D.

Board Policy Manual Revisions

It was moved by Andrews, seconded by Christianson, to adopt the following resolutions.

Policy 402.3 – Admission Policies – Home Education and Other Special Categories of Applicants

RESOLVED, that amendments to SBHE Policy 402.3 as fully shown on the attached draft of revised SBHE Policy 402.3 are hereby approved on introduction and first reading.

Policy 402.6 – Admission Policies – Graduate and First-Professional Degree Programs

RESOLVED, that amendments to SBHE Policy 402.6 as fully shown on the attached draft of revised SBHE Policy 402.6 are hereby approved on introduction and first reading.

Policy 903 – Sale or Removal of Buildings

RESOLVED, that amendments to SBHE Policy 903 as fully shown on the attached draft of revised SBHE Policy 903 are hereby approved on introduction and first reading.

Andrews, Christianson, Clayburgh, Kunkel, Olson, Smith, Paulsen, and Kostecky voted aye. The motion carried. Exhibit E.

It was moved by Christianson, seconded by Andrews, to adopt the following resolution.

Policy 310.1 – Board President and Member Responsibilities

RESOLVED, that amendments to SBHE Policy 310.1 as fully shown on the attached draft of revised SBHE Policy 310.1 are hereby approved on introduction and first reading.

Andrews, Clayburgh, Kunkel, Olson, Smith, Paulsen, and Kostecky voted aye. Christianson voted no. The motion carried. Exhibit F.

It was moved by Andrews, seconded by Olson, to approve the following resolutions.

Policy 403.1.2 – Institutional Instructional Program Evaluation

RESOLVED, that amendments to SBHE Policy 403.1.2 as fully shown on the attached draft of revised SBHE Policy 403.1.2 are hereby adopted, effective immediately.

Policy 409 – Degrees Offered

RESOLVED, that amendments to SBHE Policy 409 as fully shown on the attached draft of revised SBHE Policy 409 are hereby adopted, effective immediately.

Policy 616 – Career and Technical Program Instructor Certification Standards

RESOLVED, that new SBHE Policy 616 as fully shown on the attached draft is hereby adopted, effective immediately.

Andrews, Christianson, Clayburgh, Kunkel, Olson, Smith, Paulsen, and Kostecky voted aye. The motion carried. Exhibit G.

It was moved by Christianson, seconded by Paulsen, to approve the following resolutions.

Policy 605.4 – Hearings and Appeals

RESOLVED, that amendments to SBHE Policy 605.4 as fully shown on the attached draft of revised SBHE Policy 605.4 are hereby adopted, effective immediately.

Andrews, Christianson, Clayburgh, Kunkel, Olson, Smith, Paulsen, and Kostecky voted aye. The motion carried. Exhibit H.

Major Capital Project Requests

It was moved by Andrews, seconded by Paulsen, to approve the following resolution.

RESOLVED, that NDSU is authorized to proceed with the Wellness Center Addition.

Andrews, Christianson, Clayburgh, Kunkel, Olson, Smith, Paulsen, and Kostelecky voted aye. The motion carried. Exhibit I.

Consent Agendas

Academic Consent Agenda

It was moved by Andrews, seconded by Smith, to approve the following academic requests.

- ♦ An Associate in Applied Science Degree and a Certificate Program for Industrial Maintenance Technology at BSC and to use the IMAT prefix
- ♦ A Center for Entrepreneurship and Rural Revitalization at DSU
- ♦ A minor program in Coatings and Polymeric Materials at NDSU
- ♦ A graduate certificate program in College Teaching at NDSU
- ♦ A major program in Public History at NDSU

Andrews, Christianson, Clayburgh, Kunkel, Olson, Smith, Paulsen, and Kostelecky voted aye. The motion carried.

Financial and Facility Consent Agenda

It was moved by Paulsen, seconded by Clayburgh, to approve the following financial and facility requests.

- ♦ Approve NDUS responses to ConnectND HR Audit Report
- ♦ Name the BSC student housing project currently under construction Lidstrom Hall in honor of Dr. Kermit Lidstrom, the fourth CEO of BSC
- ♦ Authorize NDSU to submit a petition to annex the south half of Section 32, Township 140 North, Range 96 West of Stark County in North Dakota (the site for the new Dickinson Research Extension Center Headquarters Building)
- ♦ Approve a joint powers agreement between UND and the City of Grand Forks

Andrews, Christianson, Clayburgh, Kunkel, Olson, Smith, Paulsen, and Kostelecky voted aye. The motion carried.

It was moved by Paulsen, seconded by Clayburgh, to approve a \$500 program fee for NDSCS's A.S. in Nursing. Andrews, Christianson, Clayburgh, Kunkel, Olson, Smith, Paulsen, and

Kostelecky voted aye. The motion carried. Mr. Christianson asked for a list of all the program fees on NDUS campuses.

Personnel Consent Agenda

It was moved by Andrews, seconded by Kunkel, to approve the following personnel requests.

- ♦ Appointments to the State Grant Advisory Board – Shirley Hanson and Dave Hanson, terms to expire June 30, 2008, and Ron Dorn and Crystal Flying Horse, terms to expire June 30, 2006
- ♦ Grant President Emeritus status to Dr. Kermit Lidstrom, the fourth CEO of BSC

Andrews, Christianson, Clayburgh, Kunkel, Olson, Smith, Paulsen, and Kostelecky voted aye. The motion carried.

PUBLIC COMMENT

There was no public comment.

ANNOUNCEMENTS

The joint meeting of the State Board of Public School Education, State Board of Higher Education, Education Standards and Practices Board, and State Board for Career and Technical Education will meet September 27, 2005, in Bismarck. The next State Board of Higher Education meeting will be held at North Dakota State University November 17, 2005.

REVIEW OF BOARD MEETING

There were no comments.

The meeting adjourned at 11:15 a.m.

COMMUNITY MEETING

Community and business leaders from the Bottineau area met with the Board, NDUS staff, and campus presidents to discuss what can be done by the private sector and other community leaders, in collaboration with the University System, which will have unsurpassed positive impact enhancing the economy of North Dakota, the quality of life of students, and all those served. No action was taken.

Executive Secretary

President

Date

SUMMARY AND RECOMMENDATION 2005-06 SBHE OBJECTIVES

Summary

SBHE Policy 303.2 states:

“The Board shall annually establish objectives for the Board for each twelve-month period beginning July 1 and ending June 30. The objectives must be consistent with the strategic plan adopted according to N.D.C.C. section 15-10-14.2.”

At its 2005 retreat, the SBHE developed a tentative list of 2005-06 objectives. This tentative list was distributed to the SBHE and Chancellor’s Cabinet for review and suggested additions or revisions. The tentative list of objectives has been revised based on these suggestions.

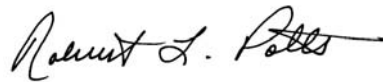
A revised list of “Potential Board Objectives for FY-06” is attached. This document shows changes made to the list developed at the retreat. Explanatory comments follow each objective.

In accord with SBHE Policy 303.2, the SBHE should review the list of objectives, revise as needed and approve a final list of 2005-06 SBHE Objectives.

Recommendation

Therefore, I recommend the SBHE adopt the following resolution:

“RESOLVED, that the SBHE adopts as its 2005-06 SBHE Objectives the attached list of Board Objectives for FY-06.”



Robert L. Potts, Chancellor

Date of Meeting: September 15, 2005

DRAFT—9/6/05

Potential Board Objectives for FY-06

- 1. Revise existing, or develop a new, long-term finance plan and resource allocation mechanism, including equity differentials**
 - Related suggestions focused on the need to address the equity issue.
 - (See also areas to be covered by the interim study – draft objective 5 below).
- 2. Strengthen communication and working relationships with legislators, governor, private sector, K-12 and with and among all SBHE members, chancellor, presidents, and system office staff**
 - A related suggestion was: encourage legislators to recognize and focus on higher education as an investment which is currently, and could continue, enhancing the economy of North Dakota.
 - Seek ways to engage the SBHE members more fully in establishing and implementing NDUS goals and objectives.
- 3. ~~Expand/further develop/take to a higher level the Roundtable vision (Note: wording not yet finalized)~~ Replace with:**

Fully engage the Roundtable in defining and aggressively pursuing the next level of performance for the University System, in achieving the system's mission (of enhancing the quality of life of all those we serve and the economic and social vitality of North Dakota through the discovery, sharing, and application of knowledge)

- Suggestions included: go beyond just “sustaining the vision of the Roundtable;” take the Roundtable to the next level; enact legislation to establish the Roundtable permanently; work with the Roundtable in identifying a new and higher level of purpose or vision for the Roundtable; tie the successes of the Roundtable and centers of excellence together to keep the momentum going and to keep these two initiatives connected; the centers of excellence program is an outgrowth of the Roundtable; market more effectively, have more meetings, give Roundtable status reports; more active and direct involvement of the governor in advancing the Roundtable and helping take it to the next level; develop a successful membership plan to ensure the vitality of the Roundtable; assure the key stakeholders, particularly the private sector, remain involved and committed to achieving the vision of using the University System to create a brighter future for the state, and; strengthen the leadership role of the private sector in strengthening the cooperative relationship with the legislature and also maximizing the potential of the Roundtable.

- 4. Insure timely and successful implementation of the centers of excellence initiative**
 - A related message from Lieutenant Governor Dalrymple and a number of comments during the retreat was: success of the centers of excellence initiative in the next year will be critical for additional dollars to be made available for this initiative during the 2007 legislative session and also critical in demonstrating the University System's role in enhancing the economy of North Dakota – the economic engine for the state.
- 5. Cooperate with the Legislative Council in selecting a consultant and conducting the interim study of the higher education Roundtable goals and objectives, funding methodology and accountability**
 - The study is to include an independent consultant's evaluation of: (1) The Roundtable recommendations and the goals and objectives of the NDUS, (2) The long-term financing plan for the NDUS, including a review of the peer institutions selected and updated funding comparisons, (3) The NDUS prioritization of higher education funding, including the resource allocation mechanism addressing equity funding issues and the funding for initiatives at North Dakota's colleges and universities, and (4) The accountability measures.
- 6. Develop and implement a statewide plan which will increase the capacity of the University System to respond to the workforce development needs of business and industry in a timely manner**
 - Related suggestions were: respond to the suggestion by the private sector panel to be more responsive to the programs needed; the need for the University System to be responsive, in a quick turn-around way, to labor market supply and demand; address the issue of an underdeveloped community college system that, as part of its core mission, is to be responsive to workforce development needs and opportunities; address the under-served areas of the state – geographic and programmatic needs, and; not only attempt to match students with the needs of the state but also create disciplines that will excite students – students are attracted to disciplines that are exciting and pay well and not just to jobs the state needs.
- 7. Develop and implement a ~~marketing plan~~ performance-awareness and university system image plan for all stakeholders**
 - The main point made in relation to this potential objective was: it is apparent the legislature and the public are not sufficiently aware of the successes of the University System and the potential impact of the system on the future of North Dakota.

SUMMARY AND RECOMMENDATION NDUS LONG-RANGE GOALS

Summary

N.D.C.C. section 15-10-14.2 requires that the SBHE “develop a strategic plan to define and prioritize university system goals and objectives.” The strategic plan developed to meet this statutory requirement includes long-range goals approved in 2002. Some of these goals have been achieved. Other goals are outdated because the higher education environment and expectations are rapidly evolving.

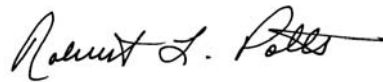
At its 2005 retreat, the SBHE asked legislative, executive branch and private sector leaders and university system officials to identify emerging issues and the needs and opportunities relevant to North Dakota. In addition, the Report of the Roundtable on Higher Education and recommendations from subsequent Roundtable meetings have been reviewed and additional comment was solicited from the SBHE and Chancellor’s Cabinet. Based on discussion at the retreat and additional feedback, revised or potential NDUS Long-Range Goals have been developed. The revised goals are set forth in the attached “Potential New NDUS Long-Range Goals.”

The SBHE should review the potential goals, revise as needed and approve the revised NDUS Long-Range Goals.

Recommendation

Therefore, I recommend the SBHE adopt the following resolution:

“RESOLVED, that the SBHE approves as its Long-Range Goals to be incorporated in its strategic plan the attached list of NDUS Long-Range Goals.”



Robert L. Potts, Chancellor

Date of Meeting: September 15, 2005

DRAFT—8/17/05
Potential New NDUS Long-Range Goals

1. Continue to be a national leader and a model for other states in effectively utilizing the power and potential of a University System to enhance the economic and social vitality of a state.
2. Achieve the vision of the Roundtable on Higher Education of creating a university system for the 21st century – a system that is: academically competitive nationally and internationally; engaged at every level with the needs of the state and its citizens; accessible and responsive to all citizens of the state, both individual and corporate, and; it will have proven to be a solid investment for the state and is seen as such by its citizens. *(Source: Expectations of the NDUS, pages one and two of Executive Summary, Report of the Roundtable)*
3. Create an environment, based on mutual trust, within the University System and in cooperation with the key stakeholders of higher education which embraces a common vision, a clear set of expectations and agreed-upon accountability measures which are mutually developed and supported by the University System and its stakeholders.

SUMMARY AND RECOMMENDATION WORK FORCE TRAINING BUSINESS PLANS FOR FY 2006

Summary

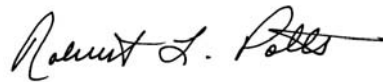
Chapter 52-08 of the North Dakota Century Code states that each of the four NDUS institutions assigned primary responsibility for work force training in North Dakota (BSC, LRSC, NDSCS and WSC) shall prepare an annual work force training business plan. The plans are prepared based on input from work force training advisory boards, established according to legislative requirements and SBHE Policy 350.2, and are approved by the advisory boards and institution presidents. The plans are then submitted to the College and Technical Education Council (CTEC). The plans include a funding component, which is subject to SBHE approval.

The four required work force training business plans for FY 2006 were submitted to CTEC in July and August of 2005. All four plans meet accountability and other requirements established in chapter 52-08 and have been approved by the CTEC Executive Director.

Recommendation

Therefore, I recommend the SBHE adopt the following resolution:

“RESOLVED, that the SBHE approves the four work force training business plans for FY 06 as submitted.”



Robert L. Potts, Chancellor

Date of Meeting: September 15, 2005

NW ND



Workforce Training

Williston State College Biennial Business Plan



Fiscal Year 2006-2007

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I. Mission and Values

Mission

The mission of the Northwest North Dakota Workforce Training Division is to focus on training and retraining for State Planning Regions I and II, which form the northwest quadrant. Our partnership with business and industry fosters an environment of continuous improvement to provide the state with a competitive workforce.

The Northwest North Dakota Workforce Training Quadrant is dedicated to building long-term relationships with customers through quality training and customer support. The desire is to be recognized as the premier provider of training for the northwest region of North Dakota.

Our emphasis will be on providing complete customized training based on having a detailed knowledge of the training needs of business and/or industry. We will be able to both advise and direct our clients to the type of training they will need to get the very best out of their employees.

Value Statements

- ❖ Customized training that is cost-effective, timely, and meets business, industry, and community needs.
- ❖ Competent, knowledgeable, instructors/facilitators who can communicate with business/industry.
- ❖ Delivery of a high quality product.
- ❖ Collaborate with employers, government agencies, and labor organizations to promote economic development in our quadrant and the state of North Dakota.
- ❖ Promote quality of life in the area through collaborations, partnerships, and economic development.

II. Executive Summary

In July 1999, Williston State College was assigned primary responsibility for the workforce training initiative for the northwest quadrant of North Dakota. Williston State College's Office of Continuing Education is responsible for the new division. The primary focus of the 2000 Fiscal Year was building the staff infrastructure. The focus for the 2001 Fiscal Year was to expand services into the rural areas of the quadrant. The focus for the 2002 Fiscal Year was to continue serving the rural areas of the quadrant and to increase our client base. The focus for the 2003 Fiscal Year was to form new partnerships with business and industry. The focus for the 2004 Fiscal Year was to increase awareness of the workforce training initiative among businesses in the quadrant. The focus for the 2005 Fiscal Year was to increase training opportunities.

At the present time there are 3.0 FTE Workforce Training Specialists and 2.0 FTE Administrative Secretaries. At the Williston office, there are two full-time Workforce Training Specialists and an Administrative Secretary. A satellite office was established in Minot in January of 2000. An additional satellite office was established at MSU-Bottineau in January of 2002 to serve the northern tier of the quadrant. These offices share a full-time Workforce Training Specialist and a full-time Administrative Secretary (outlined in the Organizational Chart - Attachment A). The Division will continue to add staff when training programs and revenues increase in the quadrant.

The NWND Workforce Training Quadrant will continue its focus on marketing and expansion of services provided to business and industry in State Planning Regions I and II. These regions are comprised primarily of small businesses (50 employees or less) and will require that we expand our outreach efforts to outlying areas by building partnerships and offering open enrollment training to meet small business needs. Our goal is to expand the training services we offer to smaller businesses while maintaining our service to larger businesses.

The NWND Workforce Training Quadrant's activities are reported to and its success is measured by the Workforce Training Advisory Board, North Dakota University System (NDUS), and other constituents served. As a state workforce system, all four quadrants are collecting similar information and using consistent measurement and reporting procedure that will represent the success of the workforce training initiative.

III. Management Plan

Background

On July 1, 1999, House Bill 1443 was passed and became effective. A separate division under the direction of Continuing Education was formed at Williston State College. The primary purpose of this bill is to develop a world-class workforce training system in North Dakota. This new division serves the needs of business and industry in planning regions one and two. The division is called the Northwest North Dakota Workforce Training Quadrant. The following counties are served in the NWND Workforce Training Quadrant: Bottineau, Burke, Divide, McHenry, McKenzie, Mountrail, Pierce, Renville, Ward, and Williams.

To serve this ten county region, three offices have been established. The first is located in the Crighton Building on the Williston State College campus (1410 University Avenue). The second office located in Minot and is housed with the ND Job Service Office (3416 North Broadway). The third is located on the campus at MSU-Bottineau (105 Simrall Boulevard).

The Northwest North Dakota Workforce Training Division in Williston has a computer lab, training room and Certified Nursing Assistant (CNA) training lab. The computer lab has 12 state-of-the-art personal computer stations and one instructor station. The CNA lab is equipped with the necessary hands-on materials for training and six stations for the computer-based training curriculum. At the Minot satellite office, a CNA training lab was established in Minot to serve the needs of area long-term care facilities and hospitals. In Bottineau we have partnered with Good Samaritan Center to offer Certified Nursing Assistant Training to serve the long term care needs of the northern counties.

Advisory Board

House Bill 1443 mandated that a Workforce Training Advisory Board be established. It is made up of representatives from business/industry, one union representative, and a Native American representative. The Advisory Board Members are included in Attachment B.

The primary responsibilities of the Board include: identifying skill shortages and training needs, providing fundraising support, and recommending training priorities. The Board also reviews and approves the Business Plan. The Advisory Board's specific duties are defined in Attachment C.

Management Team

Williston State College (WSC) plays a vital role in managing the NWND Workforce Training Quadrant. Dr. Joseph McCann, WSC President, holds primary responsibility for the Workforce Training (WFT) Division. Ken Quamme, Dean of Technology and Services, supports the WFT Division in developing and supporting technology. Brenda Wigness, Vice President of Business Affairs, oversees the financial goals of the WFT Division. Deanette Piesik, Director of Continuing Education and Workforce Training, manages the division. Her responsibilities include: budgeting, pricing guidelines, training and supervision of the WFT staff, and liaison to the WFT Advisory Board and Provider Group. The institution funds these positions.

Business Plan and Funding

A requirement of HB 1443 was to develop a Workforce Training Business Plan. This biennial plan for FY 2006 and 2007 was reviewed and approved by the Northwest Workforce Training Advisory Board.

Total state appropriation funding of \$201,226 was allocated to WSC for the Workforce Training Initiative during the 2006-2007 biennium.

Current Status

The Director of Workforce Training directs the WFT staff, collaborates with the SBDC staff, performs public relations and contributes to the overall marketing effort in the quadrant.

The Workforce Training Specialists develop relationships with business and industry, make sales calls, sell training, design training packages, and work with support staff to guarantee customer satisfaction. Currently these positions are filled by Melissa Meyer and Todd Beard at Williston State College; and Kalli Swanson in Minot and at MSU-Bottineau. They have experience in developing and delivering business and industry training.

The Administrative Secretary assists the Director and the Specialists by arranging facilities and equipment, maintaining training records, maintaining a database of trainers, providing services to trainers, coordinating services for training activities, and processing of documents. Robin Brothen serves in this position at WSC, and Anne Keller serves in this position in the Minot and Bottineau offices.

A directory of staff members for the NW ND Workforce Training Division is provided in Attachment D. An organizational chart for the WFT Center is included in Attachment A.

Current Resources

The trainers are critical to the success of the WFT Quadrant. Trainers are carefully selected for their expertise, and their ability to work with, and respond to business/industry needs. The WFT Division trainers must: know their subject matter, understand the audience, be well prepared, have training experience in the industry, be comfortable working with adults, display enthusiasm and excitement, use proper presentation skills, present concepts-ideas-facts, react to logistics of industrial training, use a variety of instructional aids, and have the abilities to handle delicate situations.

In order to increase our partnerships with agencies in the NW Quadrant, a Service Provider Network was formed. This group consists of representatives from: North Dakota Job Service, Chamber of Commerce, Economic Development, a comprehensive high school, post-secondary schools, Vocational Rehabilitation, and Burdick Job Corps Center. The main purpose of the Service Provider Network is to increase current resources and partnerships with collaboration between agencies.

IV. Market Analysis

List of Products and Services

The Northwest North Dakota Workforce Training Division has developed six categories of training programs: Computer Skills Training, Employee Development Training, Management Training, Farm Training, Technical Training, and General Training. All trainings are developed and customized to meet the business needs.

The **Computer Skills Training** addresses computer skills and software applications. They include: Microsoft Office, C++/Java, Internet/E-mail, QuickBooks, Web Creation, Windows, Scanners, Voice Recognition, and others. Training levels are offered from beginning to intermediate to advance. Assistance in determining skill levels is provided by the WFT Specialist.

The **Employee Skills Enhancement Training** addresses interpersonal skills and personal growth issues. This topic includes: communication skills, customer relations/service, interpersonal skills, Covey training, positive attitude, salesmanship, and others.

The **Management Skills Enhancement Training** addresses professional skills required for managers to effectively lead and mentor employees. They include: career management, conflict management, grant writing, Covey training, holistic management, leadership, meeting management, problem solving techniques, strategic planning, supervisory management, team building, total quality management, and others.

The **Farm Training** addresses agricultural needs required for area farmers and ranchers. They include: holistic management, whole ranch planning, various workshops, and others.

The **Technical Training** addresses a variety of courses for a specific business/industry. This topic includes: Certified Nursing Assistant Training Program, oilfield/industrial safety courses, and others.

The **General Training** addresses a variety of personal topics including: financial planning and investing, workshops on tourism, drug prevention, etc.

Client Profile

The following table shows the number of companies that have contracted for training and the company size. Most of the businesses served had less than 50 employees. With small businesses (50 employees or less), there are many challenges when attempting to develop customized contract training relationships. However, the need for cost-effective, high-quality, performance improvement, training services is great among small employers.

Company Employee Size	Companies Served
500-5,000	8
250-499	3
100-249	14
50-99	24
20-49	36
10-19	27
1-9	65

The following table represents the number of companies for which training was provided and their respective North American Industrial Code Standard number.

NAICS	Description	No. of Companies	Percent
11	Agriculture, Forestry, Fishing, & Hunting	5	3%
21	Mining	31	18%
22	Utilities	8	4%
23	Construction	2	1%
32	Wood, Printing, Manufacturing	1	1%
33	Metal, Building, Windows, Manufacturing	2	1%
42	Wholesale Trade	3	2%
44	Vehicle, Home, Food, Retail Trade	10	5%
45	Luxury/Accessory Retail Trade	1	1%
48	Transportation	3	2%
51	Information	2	1%
52	Finance & Insurance	11	6%
53	Real Estate & Rental	1	1%
54	Professional, Scientific, and Technical	2	1%
61	Educational Services	17	10%
62	Healthcare & Social Assistance	50	28%
71	Arts, Entertainment	2	1%
72	Accommodation & Food Services	2	1%
81	Services and Repairs	6	3%
92	Gov't Public Administration (Fire, Police, etc.)	18	10%
		177	100%

For FY 2005, 177 businesses received services in 280 training sessions. Of these trainings, 46 were primary sector businesses. There were 2,336 employees in our quadrant that received training, there were 1,530 unduplicated participants. There were 32,869 contact hours of training in the quadrant. Of the participants served 100% were satisfied with the training. Of the businesses served, 100% were satisfied with the training and the responsiveness of the NWND Workforce Training Center in meeting their needs.

The following chart is based on North Dakota Job Service labor force information for 2003. The Northwest North Dakota Workforce Training Quadrant is comprised of the following ten counties: Bottineau, Burke, Divide, McHenry, McKenzie, Mountrail, Pierce, Renville, Ward, and Williams. These counties have a total of 4,134 employers who employ a total of 47,508 people (Attachment F).

Region I and II	Employers	Employees
Bottineau	300	2,216
Burke	113	573
Divide	96	674
McHenry	149	1,098
McKenzie	196	2,488
Mountrail	238	2,253
Pierce	179	1,742
Renville	108	723
Ward	1,825	26,556
Williams	930	9,185
Total	4,134	47,508

Williston State College operates in the Governor's Planning Regions I and II. The following chart is based on North Dakota's Job Service labor market information for 2003 and is broken down by industry (Attachment G).

Industry	Total Employers	Covered Employment
Agriculture	41	180
Mining	107	1,571
Construction	463	2,177
Manufacturing	116	1,264
Trans./Comm./Util	286	2,253
Wholesale Trade	342	2,891
Retail Trade	672	7,115
Fin./Ins./R E	385	2,797
Services	1,344	16,508
Government	378	10,752
Total	4,134	47,508

Competition and other Service Providers

Competition in the quadrant exists mainly in the area of computer training. Some of the competition and service providers include: The Computer Store, Computerland, Adult Learning Center, and others. The NWND Workforce Training Quadrant will continue to partner with trainers to broker training opportunities in our area. Currently we are working with local contractors to provide a comprehensive safety training package for the oilfield industry. We will continue to collaborate with other trainers to provide premier training in our quadrant.

The WFT Specialists and Director will continue to work with local Economic Development Agencies to enhance the state's ability to respond to incoming business expansion and recruitment efforts.

V. Program Strategy

Goal

To provide training for business and industry in Northwest North Dakota.

Objectives for FY 2006 and FY 2007

- ✓ Provide customized training to 200 regional businesses.
- ✓ Train 2,200 employees (duplicated count).
- ✓ Contact 375 businesses in the quadrant.
- ✓ Meet budgeted training revenue as outlined in the Biennial Business Plan.
- ✓ Maintain a 100% satisfaction level of the training provided to business/industry and their employees.

Strategies

The following strategies will be implemented in order to accomplish the goal and objectives.

The NWND WFT staff will:

- Serve as marketer, broker, and coordinator of training programs.
- Implement an infrastructure that will support business, industry, and organizations.
- Collaborate with business and industry to promote economic development in our quadrant.
- Identify and develop trainers and facilitators.
- Develop a training network in our quadrant.
- Identify trainers for specific business/industry training needs.
- Provide train-the-trainer courses.
- Develop a marketing plan for the NWND Quadrant.
- Collaborate with other Workforce Training Quadrants.
- Share resources between other divisions.
- Partner to serve one global community.

As the training industry changes, staff will need to adapt skills and knowledge to deliver leading-edge services and to use leading-edge techniques. This will be accomplished by attending trainings and conferences that focus on workforce training issues.

VI. Budget Narrative

Funding sources come from direct training revenue, business and industry contributions, state allocated dollars, grant funding, and institutional funds. Direct training revenue will continue to increase as business and industry realize the services that the NWND WFT Quadrant can provide. From needs assessments to curriculum development, the WFT Center will be able to provide or broker training needs for our quadrant. Community/Regional funds will vary from year to year. Williston State College contributed to the WFT Division by supporting the Director's position. In June of 2005 we received Center of Excellence funds of \$100,000 to continue to develop the Industrial Safety Training Program. The State General fund dollars are based on the number of businesses and employees in the NW Region. These dollars are used for the specialist and administrative assistant salaries.

Direct training expenses include the trainer's salary, training materials, travel, and supplies. These costs are covered by business and industry. It is anticipated that these costs will vary from one part of the quadrant to another. Delivery of training in remote areas may be more expensive and costs may vary with different business and industry training needs. With the development of the Industrial Safety Training Program, some of our training expenses were high due to the start-up of the program. Safety training materials are expensive, but needed to deliver a premier safety training program.

Outreach and coordination expenses include salaries and benefits for the specialist's positions and for the administrative assistant's positions.

We will continue to allocate dollars for marketing of the WFT Division, travel to contact area businesses, office supplies, and for professional development of the Workforce Training staff. Included under other are start-up costs of a new training program. These usually are a one-time cost.

Any funds remaining after expenses will be used to further develop training programs. This year, due to the latest of receiving the Center of Excellence funds, there is a large net result for future investments. All of these dollars will be used to develop the Industrial Safety Training Program.

FY06-07 STATEMENT OF REVENUES, EXPENSES, AND FUNDING SOURCES**VII. Budget**

	Actual FY02	Actual FY03	Actual FY04	Budget FY05	Actual FY05	Budget FY06	Budget FY07
Revenues							
Direct Training Revenues	\$214,122	\$208,043	\$179,168	\$250,000	\$289,428	\$290,000	\$320,000
Community/Regional Funds	\$40,150	\$12,339	\$2,025	\$0	\$0	\$0	\$0
Institutional Funds	\$44,669	\$45,799	\$47,576	\$45,000	\$49,835	\$50,000	\$58,000
Grant Funding	\$0	\$0	\$0	\$0	\$100,000	\$0	\$0
State General Fund	\$103,154	\$100,647	\$100,706	\$100,706	\$100,706	\$100,113	\$100,113
Total Revenues	\$402,095	\$366,828	\$329,475	\$395,706	\$539,969	\$440,113	\$478,113
Expenditures							
Total Direct Training Expenditures	\$136,299	\$150,952	\$131,512	\$140,000	\$206,852	\$165,000	\$185,000
Outreach & Coordination Expenses							
Salaries/ Wages/Benefits							
Training Director	\$44,669	\$45,799	\$47,577	\$45,000	\$49,835	\$50,000	\$58,000
Training Specialist/Trainers	\$104,178	\$98,024	\$71,902	\$119,000	\$97,053	\$125,000	\$150,000
Support Staff	\$51,742	\$36,247	\$37,662	\$36,000	\$54,991	\$55,000	\$38,500
Total Salaries/Wages/Benefits	\$200,589	\$180,070	\$157,141	\$200,000	\$201,879	\$230,000	\$246,500
Marketing	\$6,478	\$6,457	\$2,760	\$12,500	\$7,160	\$10,000	\$11,000
Travel	\$19,567	\$16,557	\$10,011	\$18,000	\$18,954	\$20,000	\$22,000
Office/Prof Develop	\$16,548	\$12,071	\$16,737	\$15,206	\$7,715	\$10,000	\$12,500
Other	\$7,909	\$0	\$0	\$0	\$0	\$1,000	\$1,000
Total Operational Expenses	\$50,502	\$35,085	\$29,508	\$45,706	\$33,829	\$41,000	\$46,500
Total Expenditures	\$387,390	\$366,107	\$318,161	\$385,706	\$442,560	\$436,000	\$478,000
Net Result For Future Investments	\$14,705	\$721	\$11,314	\$10,000	\$97,409	\$4,113	\$113

VIII. Evaluation

Quarterly reports will be provided for the NWND Workforce Training Advisory Board. The following information will be provided in this report:

- Budget update
- Company name and size
- Date of training
- Type of training
- Length of training
- Number of participants
- Total contact hours
- Gross revenue
- NAICS Code
- Overall evaluation rating of client
- Overall evaluation rating of participants

Progress reports will be provided to College Technical Education Council (CTEC). The following information will be provided in this report:

- The number of employees trained
- The number of employers contracted with
- Total training hours
- Number of training events
- Total gross revenue generated
- Responsiveness by WFT Representatives

An Annual Report will be compiled for the NWND Workforce Training Advisory Board, CTEC, and the State Board of Higher Education. The following performance measures will be provided in this report:

- The number and percent of businesses in the quadrant receiving training
- The number and percent of businesses requesting repeat or additional training
- Level of satisfaction - tabulated from the state-wide evaluation form
- Number of referrals for training and results of those referrals
- Gross revenue generated from training fees
- Number of people trained
- Hours of training provided
- NAICS Code
- Total number of employees in the companies contracted
- Budget to Actual comparison
- Report of progress towards goals and objectives

FY06-07 Business Plan

DRAFT

Developed by the



**Northeast North Dakota
Workforce Training Partnership**

Between



**Lake Region State College
And**



The University of North Dakota

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I. Mission and Value Statements

Mission

The mission of the Northeast Workforce Training Partnership is to meet the workforce training needs of business and industry in the northeast quadrant of North Dakota by serving as facilitator, coordinator, and marketer in the arrangement and delivery of training.

Value Statements

The Northeast Workforce Training Partnership values:

- ♦ *The recommendations, guidance, and support of business and industry leaders*
- ♦ *Strong and effective partnerships and alliances with institutions, organizations, service providers, and businesses*
- ♦ *Economic development and the health of the economy in our region and the state of North Dakota*
- ♦ *Training that is designed to allow businesses to receive “what they want, when they want it, and where they want it”*
- ♦ *Positive, constructive results*
- ♦ *Organizational decisions based on data*

II. Executive Summary

Since its inception 6 years ago, the Northeast Workforce Training Partnership has upheld the vision for the North Dakota Workforce Training System by striving to deliver high quality training to the employers of northeastern North Dakota; what they wanted, where they wanted it, and when they wanted it. The executive and advisory teams as well as the staff feel proud of the Partnership's accomplishments and the progress towards the quadrants goals that have been made thus far.

The Partnership has many opportunities for growth and success in the upcoming biennium. Many of the opportunities were brought forth during a brainstorming meeting held in July of 2005. The meeting was attended by legislators, service providers, business representatives and Partnership staff. The meeting focused on benchmarking studies done by the Center for Workforce Preparation, U.S. Chamber of Commerce, and the American Association of Community Colleges. The key tactics of successful workforce training and development programs, as identified by these groups, were incorporated into the Partnership's operational plan for the biennium. Some of the new opportunities that will present themselves to the Partnership include exploring online training opportunities, proposals with state-wide agencies for the delivery of customized curriculum throughout North Dakota, and serving non-traditional industry sectors.

Many economic and financial challenges also face the Partnership in the upcoming years. The demographics of the northeast region of the state have shown a steady decline in population over the past 60 years. This decline is expected to continue for the foreseeable future. Movement of people from rural to urban areas may threaten the current structure of the Partnership, which places a priority on serving the underserved rural businesses. As the number of rural businesses declines, our customer base declines and our ability to meet our revenue goals could be compromised. The northeast quadrant has 4,429 covered employers in comparison to 4,191 in the NW, 9,251 in the SE, and 6,346 in the SW. The variety of employers is also challenging. The NE quadrant has 92 (2%) primary sector employers, fewer than the rest of the state. The state appropriated dollars for workforce training are

distributed based on the number of covered employers within the region. This funding formula leaves the Partnership with fewer dollars to serve a more geographically diverse set of businesses with a wide variety of needs.

The staffing model being used by the Partnership is specifically designed to enhance the services already provided to the rural employers in this quadrant by assigning the Rural Outreach Workforce Training Manager at the Lake Region State College Site (.50 FTE) to activities for employers in the outlying areas. In addition, the Workforce Training Directors allocate a portion of their time to outreach to rural employers. The partnership has proven its ability to form and successfully maintain long lasting relationships through its flexibility, its open communication, and its sincere desire to serve the employers of the region. However, without increased state appropriated funding in future biennia for additional staffing, the Partnership's ability to increase its client base and move to the next level of service will be limited.

The Partnership will continue to benchmark its tactics against the nations best practice models. It will report its measures of success as outlined in the operational plan to the executive team, the advisory board, the Council of Technical and Community Colleges, the North Dakota Legislative committees and their interim committees. As always, the goal of the Partnership will be to facilitate and deliver training in the northeast quadrant to ensure a world-class workforce for North Dakota.

III. Management Plan

A. Background

In July 1999, Lake Region State College was assigned primary responsibility for workforce training in the northeast quadrant of the state. The college then launched a new division as recommended by the Task Force on Workforce Development and Training.

From the start-up phase to present, Lake Region State College has provided personnel to manage the administrative functions critical to successful operation of the Workforce Training Partnership. Direct supervision of the partnership is the responsibility of Lake Region State College's Vice President of Instructional Services at a .25 FTE level. The personnel and support from the college also includes business office support for billing, payroll, purchasing, and travel. Lake Region State College also allocates up to \$40,000 of its budget to the Partnership for infrastructure support. The Workforce Development Office of UND contributes a (0.80 FTE) Workforce Training Director position, (.5 FTE) Workforce Training Coordinator position, (.5 FTE) Workforce Training Manager position, a (1.0 FTE) support/clerical staff position, and a significant cash contribution to assist with the financial support of operating the partnership. Both colleges also provide office space, utilities and office furnishings for the Partnership sites.

B. Current Status

The Regional Workforce Training Advisory Board was established to serve in an advisory capacity to the Northeast Workforce Training Partnership. Business and industry representation was sought from the various industry types located in this quadrant of the state. The board's input and support is extremely valuable to the success of the partnership. The type of contributions the board provides includes advice as to structure and delivery of services, insight into business and industry needs, possible instructor contacts, legislative testimony, and support and general networking. This regional advisory board has approved an operational plan for the team members of the Northeast Workforce Training Partnership. For more information about the Advisory Board Members and bylaws, please see Appendix B.

Working with the Advisory Board and the management team, the Vice President of Instructional Services at Lake Region State College oversees budgeting, assists with partnership building, and provides leadership for planning and evaluation tasks. The management team has seven members and meets quarterly. Membership includes Dr Sharon Etemad, Doug Darling, Corry Kenner and Holly Mawby, all from LRSC, and Dr. James Shaeffer, Odella Fuqua, and Galen Cariveau, from UND. For more information about the administrative members of this team, please see Appendix C (the Workforce Training Director biographies are included in the following text).

The Workforce Training Directors and Managers contact businesses, inform them of the services, administer needs analyses when appropriate, customize training curriculum and materials, and form partnerships. They build and nurture relationships through personal contacts, phone contacts, and on-site visits. This personal contact leads to true customization of the training delivered.

The Workforce Training Coordinators and Administrative Assistants take care of task analysis, agreement development, facilities scheduling, phone calls, database creation, customer billing, follow-up activities, and printed materials. The Workforce Training Coordinators also do some outreach, and contact businesses to inform them of Workforce Training services. These individuals work concurrently with the respective Workforce Training Directors.

Current staffing consists of 2 directors (1.8 FTE); Holly Mawby (LRSC) and Galen Cariveau (UND), 2 Managers (1 FTE); Steve Forde (LRSC) and Laura Lowe (UND), 2 coordinators (1.0 FTE); Laura Lowe (UND), and Jean Baird (LRSC), 2 administrative support personnel (1.5 FTE); Jean Baird (LRSC), and Marilyn Gregoire (UND). Biographies of directors, coordinators, administrative support staff follows:

The Workforce Training Directors

Holly Rose Mawby

Holly Mawby is a Workforce Training Director for Lake Region State College. Holly is an expert interviewer and meeting facilitator with substantial experience in the development and analysis of large needs assessment and strategic planning projects in the public and private sectors. Holly has several years of teaching experience at the college level in addition to experience with project management and partnership building and is a Senior Kellogg Fellow. Originally from Minot, Holly worked for 10 years in the Minnesota Higher Education system before returning to North Dakota and joining the Northeast Workforce Training Partnership.

Galen Cariveau

Galen Cariveau is the Workforce Training Director in the UND office and is also Director of the Workforce Development Office at the University of North Dakota. He brings over 30 years of experience as a business educator, corporate trainer, and workforce development specialist to the Partnership. Mr. Cariveau has extensive experience in creating, managing, and delivering workforce training programs and services.

The Workforce Training Managers, Coordinators, and Administrative Assistants:

Steven Forde

Steve is the Rural Outreach Workforce Training Manager for the Partnership and works out of Lake Region State College. Steve worked for Dakota Tribal Industries, Inc. in Fort Totten as the manager in the accounting and quality control departments. He has experience in government contracting from bid research and preparation to developing quality control plans. Steve also has accounting and tax preparation and planning experience. Steve graduated from the University of North Dakota with a BAcc in Accounting. Steve also has a Bachelor of Science degree in Industrial Engineering from North Dakota State University.

Laura Lowe

Laura Lowe is a Manager/Coordinator for the Northeast Workforce Training Partnership in the University of North Dakota office. Laura brings 10 years of teaching, program coordination, staff supervision and training experience to this position. She has experience in writing newsletters and designing curriculum, as well as developing programs. Experiential, lifelong learning is her passion. Originally from Ohio, Laura has worked in Rhode Island, the Catskill Mountains of New York, and in Derbyshire, UK. Laura has undergraduate degrees in Psychology and Literature and a master's in Environmental Science.

Jean Baird

Jean Baird is the Coordinator and Administrative Assistant of Workforce Training at Lake Region State College. Jean comes to this position from education positions in Langdon, ND where she taught K-8 vocal and instrumental music for many years at St. Alphonsus School. She also taught Driver and Traffic Safety Education at Langdon High School, and was a Speech Coach for Langdon Middle and High School students. As a teacher, Jean participated in the Teaching With Technology initiative pilot program and numerous technology workshops throughout the state.

Marilyn Gregoire

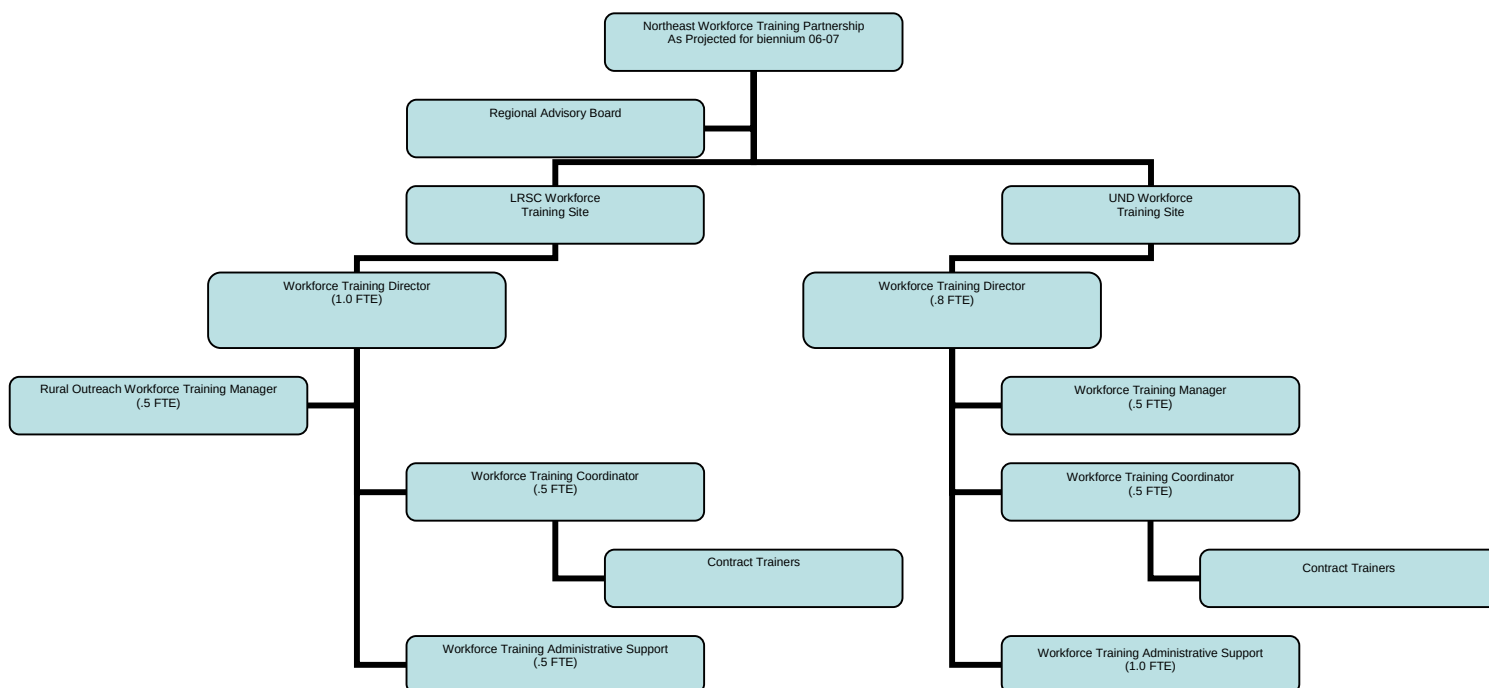
Marilyn provides program and administrative support to the Workforce Training Partnership. She has worked for the Partnership since 2001. Before beginning this position, Marilyn worked for the Biology Department at UND where she was administrative secretary. Prior to UND, Marilyn was office manager at the state office of the American Diabetes Association at Grand Forks, ND, and has also worked at RDO Equipment Company, Premier Living, and Farm Credit Services doing both accounting and secretarial work. These experiences with various industries has given Marilyn a unique prospective that continues to benefit the Workforce Training Partnership.

C. *Future Directions*

Workforce Training Model

The organizational chart which follows depicts the Northeast Workforce Training Partnership staffing model.

Organizational Structure Biennium 2006-2007



The staffing model being used by the Partnership is specifically designed to enhance the services already provided to the rural employers in this quadrant by assigning the Rural Outreach Workforce Training Manager at the Lake Region State College Site (.50 FTE) to activities for employers in the outlying areas. In addition, the Workforce Training Directors allocate a portion of their time to outreach to rural employers. The partnership has proven its ability to form and successfully maintain long lasting relationships through its flexibility, its open communication, and its sincere desire to serve the employers of the region. However, without increased state appropriated funding in future biennia for additional staffing, the Partnership's ability to increase its client base and move to the next level of service will be limited.

D. Strategic Alliances and Current Resources

The Northeast Workforce Training Partnership and Job Service North Dakota share an alliance agreement. The purpose of this agreement is to establish a cooperative and coordinated relationship between the Northeast Workforce Training Partnership and Job Service North Dakota CSA IV, and to set forth the joint and individual responsibilities of both entities as they relate to providing services to customers in northeast North Dakota. The agreement outlines a long-term relationship between the two entities that is mutually beneficial to both parties and their customers and enhances communications in the shared service areas. This agreement has been in effect since June of 2000 and is reviewed and updated yearly.

In 2001, several members of the Devils Lake Mayors Advisory Committee as well as other rural partners began exploring the opportunities for entrepreneurial support in the Lake Region. Through collective networking, the groups were able to choose a model under testing by the Minnesota Rural Partners. Minnesota Rural partners was convinced to use 11 counties in northeastern North Dakota as one of its pilot areas and arrangements were made for the design, implementation, and maintenance of the Virtual Entrepreneur Network and its accompanying web site, Bizpathways. The partnership with Minnesota Rural Partners has allowed the Workforce Training Partnership to indirectly access federal grants. Because of these grant funds, the Partnership has been able to administer the region-wide Entrepreneur Support Network, without hiring additional staff. Additional funding for support of the North Dakota Bizpathways network has been obtained through the CONAC REAP zone. This collaborative project with MRP and the CONCAC REAP zone has been an important collaboration when examining how the Northeast Workforce Training Partnership has responded to the needs of entrepreneurs in its region.

One of the greatest resources for the Partnership is the staff and administration of the other workforce training quadrants within the state. These workforce locations across the state vastly expand the access to qualified instructors and facilities. The directors and managers of the quadrants have developed an effective communication system and have prepared position statements as needed on relevant aspects of their working relationship. These

position statements provide consistent answers to questions from those outside the system, no matter what quadrant staff member is responding. All prepared position statements for the North Dakota State Workforce Training System can be found in Appendix D.

E. Opportunities and Threats

The greatest management opportunity for the Partnership during this biennium lies with the reorganization of staff to decrease the managers in the Grand Forks area from 1.5 FTE to 1.0 FTE and include one .5 FTE Manager for Rural Outreach. This reorganization will designate one staff member to specifically schedule face to face meetings with rural businesses. Already this change has made a positive impact on the number of requests for training proposals.

Additionally opportunities exist in the Partnership's involvement with the *Center of Excellence* initiative at Lake Region State College, proposals for online training for specific industry clusters and the delivery of customized training statewide to specific target groups. These processes are exciting new ground for the Partnership. Staff and management alike are looking forward to new challenges that will open doors to new clients and additional revenue streams.

Threats to the management of the Northeast Workforce Training partnership come from three main sources, demographics, economy, and capacity.

The demographics of the northeast region of the state have shown a steady decline in population over the past 60 years. This decline is expected to continue for the foreseeable future. Movement of people from rural to urban areas may threaten the current structure of the Partnership, which places a priority on serving the underserved rural businesses. As the number of rural businesses declines, our customer base declines and our ability to meet our revenue goals could be compromised.

The economy of the northeast region has been sluggish in the past 4 years with larger businesses shifting from training to production or service, resulting in the reduction of the Partnership's long term training agreements. To compensate for this shift in trend, the

Partnership focused on collaborative training activities for smaller businesses. In 2004, the economy again began to shift as new state initiatives spurred growth in the primary sector industries and entrepreneurs. The northeast quadrant has 4,429 covered employers in comparison to 4,191 in the NW, 9,251 in the SE, and 6,346 in the SW. The variety of employers is also challenging. The NE quadrant has 92 (2%) primary sector employers, fewer than the rest of the state. The state appropriated dollars for workforce training are distributed based on the number of covered employers within the region. This funding formula leaves the Partnership with fewer dollars to serve a more geographically diverse set of businesses with a wide variety of needs.

The Partnership's current staffing is at capacity with regards to time and resources for outreach activities and nurturing long term relationships with employers. The staff time it takes to serve many smaller employers that are distanced in a region by many miles is larger than the staff time to coordinate training for a single larger employer. Without additional funding, it will be difficult to adequately serve the rural businesses and expansions in the urban areas that will increase the success of the workforce training system.

Additionally, it will be challenging for the Partnership to allocate adequate resources and staff time to the building and maintenance of alliances. It is the Partnership's strong desire to work collaboratively in "win-win" situations with service providers, businesses, and organizations in the northeast quadrant. It is the formation of these alliances that will facilitate the movement of the Partnership and the North Dakota Workforce Training System to the next level of service and training for its customers. Failure to devote appropriate staff time to these important networks will result in their decline. This decline would decrease the Partnerships ability to meet its goals and objectives.

VI. Market Analysis

A. *List of Products/Services*

The Northeast Workforce Training Partnership representatives work very hard to form personal relationships with each client. These relationships facilitate the correct identification of training needs, the customization of curriculum to meet those needs, and the identification of the correct subject matter expert or instructor to deliver the training. The Workforce Training Directors, Managers, and Coordinators recognize the individuality of each client and the uniqueness of each educational opportunity. While many of the training topics possible through this partnership are listed below, this is not a comprehensive list and does not reflect the myriad of possibilities that exist within the realm of workforce training. The list is meant only as a reference point for discussion.

Computer Training

- ◆ Choices
- ◆ CISCO Certification
- ◆ **Dreamweaver**
- ◆ Ecommerce
- ◆ E-mail
- ◆ Internet
- ◆ MS Access
- ◆ MS Excel
- ◆ MS Office 2000
- ◆ MS Office User Specialist
- ◆ MS Outlook
- ◆ MS PowerPoint
- ◆ **MS Project**
- ◆ MS Publisher
- ◆ MS Word
- ◆ Novell
- ◆ **Piloting your PDA**
- ◆ QuickBooks
- ◆ Web CT
- ◆ Windows

Technical Training

- ◆ **APICS**
- ◆ Air Brake Adjustment
- ◆ Alcohol Server Training
- ◆ Automotive
- ◆ Aviation Manufacturing Techniques
- ◆ Childhood Education
- ◆ Diesel Mechanics
- ◆ Floor Covering Installation
- ◆ Forklift Safety
- ◆ GIS/GPS
- ◆ Hazardous Materials
- ◆ Health Care
- ◆ Industrial Blue Print Reading
- ◆ Industrial Safety
- ◆ Instructional Media Use
- ◆ Insurance
- ◆ Medical Transcription
- ◆ Postal Rate Implementation
- ◆ Public Safety

Soft Skills Training

- | | | |
|--|---|---|
| <ul style="list-style-type: none"> ◆ Accounting Made Simple ◆ Beyond Spell-check ◆ Budget & Finance ◆ Coaching Difficult Employees ◆ Coaching Employees for Increased Productivity ◆ Conflict Resolution ◆ Constructive Feedback ◆ Customer Service ◆ Dealing with Difficult Clients ◆ Designing and Implementing a New Service Culture ◆ Effective Leadership ◆ Effective Presentations | <ul style="list-style-type: none"> ◆ Employment Law ◆ Enhancing Capacity to Improve ◆ Feedback Systems ◆ FISH! ◆ Generational Diversity ◆ Home Based Business ◆ Human Resource Tools ◆ Interview Process ◆ Mentoring ◆ Motivation ◆ Organizational Ethics ◆ Performance Appraisals ◆ Portfolio Training for Educators ◆ Problem Solving | <ul style="list-style-type: none"> ◆ Recruitment & Retention Strategies ◆ Sexual Harassment Awareness ◆ Stress Management ◆ Team Building ◆ Telephone Etiquette ◆ Thinking Outside the Box ◆ Time Management ◆ Train the Trainer ◆ Trends in Strategic Planning ◆ Work Redesign Processes ◆ Worker Attitudes ◆ Workplace Communication ◆ Workplace Cultures ◆ Workplace Violence |
|--|---|---|

B. Client Profile

The following tables indicate the types and sizes of companies served by the Northeast Workforce Training Partnership in fiscal year 05. This fiscal year was representative of past clients in products and service type as well as employee numbers. The tables are also consistent with regional labor force data that indicates government and service sectors as the major employers in the ten counties served by the Partnership.

Type of Companies Served

NAICS Code	NAICS Description	#FY05	%
11	Agriculture, Forestry, Fishing, and Hunting	4	2.4
31	Food Manufacturing	2	1.2
33	Manufacturing	2	1.2
48	Transportation	3	1.8
52	Finance and Insurance	8	4.8
54	Professional, Scientific, and Technical Services	2	1.2
56	Administrative and Support	1	0.6
61	Educational Services	33	19.8
62	Health Care and Social Assistance	37	22.2
71	Arts, Entertainment and Recreation	2	1.2
72	Accommodation and Food Services	3	1.8
81	Other Services	5	3.0
92	Public Administration	18	10.8
99	Miscellaneous	47	28.1

Size of Companies Served

Number of Employees	1 – 4	5 – 9	10 – 19	20 – 49	50 – 99	100 – 249	250 – 499	500 – 999	1000 – 4999	5000 +
Number of Companies	12	13	17	24	9	15	11	5	14	0

Trends in employer needs in the region have typically dictated the type of training and services provided by the Partnership. The following are examples of training trends in the past and anticipated in the next biennium.

North Dakota's aging population, especially in the northeast quadrant, has placed an increased demand on the health care providers of the service sector. A wide range of training for health care providers and health agency workers is in great demand within the quadrant and throughout the state. In 2002, the Partnership entered into a contract with the Department of Human Services, Division of Aging Services to deliver In Home Care Provider train the trainer sessions and participant training courses throughout the state. This contract has resulted in 145 nurse trainers being certified across the state. In addition, this contract and its resulting curriculum have been used to train 200 independent contractors throughout the state. This contract has been renewed for the 2005 to 2007 biennium.

The Partnership also administers a health care consortium that contracts for the training of Certified Nurse Assistants in the Lake Region area. This group of 4 businesses pays for the total cost of course delivery and in turn buys "slots" for the training of their employees. This consortium has been a successful delivery of nurse aid training since 1992 and has recently added an 8 hour Feeding Assistant training to its curriculum offerings.

The Partnership has also entered into an agreement with the Department of Human Services, Division of Aging Services to write and deliver a training curriculum specifically designed for the care givers of Alzheimer's patients and individuals with dementia. This contract calls for the delivery of training across the state of North Dakota.

The service industry has also shown a recent increase in training activity. In fiscal year 05, the Partnership conducted an assessment for the Insurance industry. This assessment identified the need for continuing education specifically designed for insurance agents statewide. The Partnership plans to capitalize on this need by customizing training programs to meet these needs and providing them in a flexible format for the insurance industry. The Partnership plans to focus on non-traditional target markets in this biennium, such as the insurance industry, to find niche markets for its services.

Another trend that has been experienced by the Partnership is the need for supervisory or management training in the primary sector employers. Many primary sector businesses tend to promote workers from within the ranks. This means today's production worker will be tomorrow's supervisor. Many times these workers, who are subject matter experts in their technical field, have little or no supervisory skills and are initially ill equipped for the position. With the change in the Workforce 2000 language in prior legislation, the ability to use this valuable tool for 'soft skills' training such as management courses was lost. As a result, many primary sector employers are not able to access funding for training that best fits their current needs. Before the legislative changes to the program, the Partnership helped to facilitate \$.8 million in Workforce 2000 training grants. Since the change, the Partnership has not facilitated Workforce 2000 assisted training; however, the need for soft skills training in the primary sector still exists. This is supported by a statement in a letter to the State Board of Higher Education regarding workforce training and college courses by Thomas Shorma, President and CEO of WCCO Belting Inc. who said, "Higher Education's roll to better emphasize and teach the soft skills needed to survive in today's business world, IE: speaking, writing, negotiating, presenting, networking, etc. is obviously more important than ever before...I ask that we pay special attention to this over the next decade."

The Partnership will continue to request that the language of the current Workforce 2020 funding criteria be extended to include supervisory or management training; and, in the meantime will continue to work with our primary sector employers to delivery this training in the most cost effective manner possible.

C. *Target Markets*

Understanding that the Government sector is the largest overall employer in the quadrant, the Partnership staff will continue to communicate with the government agencies in the region to ensure they are aware of the services and training opportunities available to them.

The Partnership staff intends to network with the growth industries in the region; such as communications, utilities, transportation and renewable energy, by focusing a number of in-person visits to these sectors of employers.

In recognition of the importance primary sector businesses play in determining the economic vitality (i.e., the economic carrying capacity) of a community, region, and state, priority will be placed on providing workforce training opportunities to this sector of the economy by the Northeast Workforce Training Region. The actions the Partnership staff will take to place a priority on the primary sector is defined in the statewide position statement located in Appendix D of this document.

Rural outreach will continue to be a priority for the Partnership. By devoting specified staff time to rural outreach, the Partnership hopes to expand services and delivery to the outlying areas of the region. The use of the Bizpathways Virtual Entrepreneur Network as a marketing tool for classes and a networking tool with businesses will increase our exposure to the needs of the employers in rural northeast North Dakota.

D. *Competition and Other Service Providers*

It is the goal of the Partnership to work hand in hand with others in the region who provide services to business. No matter how great our efforts are in the area of relationship building, we believe that there will always be some form of competition in the region. Within the last year, several other state funded service providers have begun to offer training to employers as an option through their organization. These organizations, whose missions include a variety of workforce development services, have begun to advertise and provide customized

training curriculum to many businesses in the region. This is a new area of competition for the region and the state and will need to be addressed for the best use of state dollars and efficiency for businesses.

The Northeast Workforce Training Partnership continues to see its position as one that is not competitive with other service providers but rather cooperative. As a part of the workforce-training mission, the collaboration and co-facilitation with existing service providers to ensure the delivery of training to meet the needs of employers continues to be a value of the Partnership. This flexibility and non-territorial attitude opens the doors to many possible training options that put all participants in a “win-win” situation and will hopefully turn this competitive threat into an opportunity. In an effort to maintain open communications, the Partnership staff participates in the Northeastern North Dakota Training and Economic Development Collaboration which is facilitated through the Small Business Development Center for the northeast. This group brings together a variety of service providers to discuss programs and processes open to businesses in the region.

E. Opportunities and Threats

The Partnership has countless opportunities for growth and development. The primary opportunities have origin in the benchmarking studies done by the Center for Workforce Preparation, U.S. Chamber of Commerce, and the American Association of Community Colleges. The key tactics of successful workforce training and development programs, as identified by these groups, were the topic of a brainstorming meeting held by the Partnership in July of 2005. The meeting was attended by legislators, service providers, business representatives and Partnership staff. The following text outlines just a few of the many opportunities for growth of the Partnership identified during this meeting and have been incorporated into the Partnership operational plan.

- Continue to play an important role in the process as Lake Region State College explores its opportunity to become a designated state Center of Excellence.
- Explore training in the topics related to Homeland Security.
- Explore training in the topics related to renewable energy

- Pursue long term relationships with customers that lead to longer term curriculums offering advanced training.
- Continue to focus on the special training needs of businesses in rural settings and small towns. This may mean flexible delivery times, locations, or methods as well as special topics faced by this demographic group.
- Collaborate with regional service providers to assess the businesses and communities within the region. These assessments would focus on the training and demographics of the target areas.
- Explore training that leads to certification of economic developers to be delivered cooperatively with the other Workforce Training Quadrants.
- Explore delivery of training via online courses.
- Market the Partnership and its services using testimonials and in person visits from satisfied customers and college administration.
- Focus on Chambers of Commerce and business membership organizations within the region to market our services.
- Increase the involvement of businesses in our Advisory Board to stay current with the needs and wants of industry.
- Tribal entities not only provide an opportunity as Partnership clients, but their educational institutions also provide an opportunity as coordinating providers, training locations, and collaborative staff activities leading to training of minority owned businesses. Many of the tribal businesses deal with government contracts of military products. Collaborative agreements with our tribal colleges would help lead to a smooth delivery of services in these areas.
- As the North Dakota Workforce Training System moves into full implementation the cooperative efforts between the quadrants continues to grow. In 2004, several of the quadrants continued to work to deliver training across the state utilizing the Interactive Video Network. The training, delivered to primary sector employers, has been successful and efforts to continue use of technology to cooperatively deliver training will be continued.
- Governor Hoeven and his administration have made economic development a priority. Along with this push for a healthy economy has come the expanding development of wind energy and a research and trade corridor through the Red River

Valley. This state-wide effort to bring high tech companies and resources to the valley region will no doubt result in the expansion and addition of primary sector businesses in the Grand Forks and northeastern counties that border Minnesota. Our ability to stay in tune with the progress of the current state administration and current on the expansion in the valley region will be key. The Partnership will work to follow the growth of these companies and serve their training needs as the opportunities arise.

The major market threat in the northeast region will be the economic health of the companies the Partnership serves. As the population of rural North Dakota continues to decline, the number of businesses falls proportionally. At the same time, the travel and outreach time it takes for staff to reach the remaining businesses increases and the funding to maintain this infrastructure falls behind the growth of expenses.

The maintenance of state appropriated dollars at the FY00 level has caused the Partnership to readjust its budget to maintain the needed staff for outreach and coordination. This results in other budget considerations falling behind market increases and lower levels of support in needed areas. One such concern is funding for marketing. As the prices for advertisements and printing continue to rise, the budget line for Marketing for the Partnership has not kept up with the economy. Without proper marketing, the Partnership will not be able to reach and entice new customers or re-introduce itself to past customers.

An additional threat lies in the Partnership's ability to locate and hire trained subject matter experts who are available at the times and dates specified by our customers for training. In a tight economy, many experts carry more than one employment position, greatly reducing the time they are able to hire out for training. Expanding the number of trainers, instructors, and subject matter experts for the region will need to be a focus for the biennium.

V. Program Strategy

Since October 1999, the Northeast Workforce Training Partnership staff has been operating under an outline of goals, objectives and strategies. The Operational Plan is devised by partnership staff, approved by college administration, and adopted by the Advisory Board. The plan details the actions that have been and will be taken by the Northeast Workforce Training Partnership to accomplish its goals. By completing the action steps as outlined, the representatives of the Partnership can fulfill their mission as set forth by legislation, facilitate economic development of the quadrant, build long term relationships for the benefit of allies and partners, and position itself to sustain the vision of an efficient system of workforce training for the next century.

The operational plan for the FY06-07 biennium was derived from suggestions made at a brainstorming meeting in July of 2005. This meeting was attended by regional legislators, business leaders, educational administration, Partnership staff, and economic developers. The best practices used as models for the meeting were developed and researched by the Center for Workforce Preparation, U.S. Chamber of Commerce, and the American Association of Community Colleges. The suggestions from this meeting were added to the current strategies for the Partnership to form the operational plan for the term of this biennium. To view the Operational Plan in its entirety; including goals, objectives, strategies, timelines, and measures of success, please see Appendix E.

A. *Marketing Strategies*

The Internet has increasingly lessened geographic barriers and brought rural regions to the forefront of commerce and economic advances. This marketing tool can be a low cost, high profile method of providing introductory information about the Northeast Workforce Training Partnership. Being a part of the existing college web sites poses no additional costs to the marketing budget of the Partnership but could yield great results. The partnership currently posts pages to the Lake Region State College web site (www.lrsc.nodak.edu) and a link from the Office of Work Force Development at the University of North Dakota to this page. It is the intention of this partnership to expand the information on this page and update

it regularly. The Partnership will also utilize the Northeast North Dakota Bizpathways site to post training events and news updates. It will also use the site as advertising for its services.

As part of the North Dakota Workforce Training System, the Partnership will jointly share the cost responsibilities for statewide advertisements in Prairie Business and the State of North Dakota Chamber of Commerce Business report. The Partnership will also jointly sponsor booths at appropriate trade shows such as the Human Resource Council conference and the State Information Technology conference. These statewide marketing efforts will utilize the new state website: www.trainND.com and approved marketing pieces to promote the North Dakota Workforce Training System and the separate quadrants.

The Partnership will also design and disseminate a bi-annual newsletter to the businesses in the region. The purpose of the newsletter is to highlight success stories and testimonials as well as generate new interest in training. The newsletter is mailed to over 2,500 businesses within northeast North Dakota.

B. Action/Implementation Plan and Quantifiable Benchmarks

The structure of the Operational Plan for the Northeast Workforce Training Partnership identifies ‘measures of success’ for each 6-month period of operation. These measures of success are specific measurable achievements, which can be used as benchmarks for the initiative. The ‘measures of success’ for each objective within all goals are included in the complete Operational Plan included in Appendix E of this document.

VI. Budget

Direct training expenses include the contract trainers salary, training materials, travel, and supplies. These costs are covered primarily by business and industry. It is anticipated that these costs will vary from one part of the service region to another, as delivering training in more remote regions of the quadrant may be more expensive.

Overhead costs include all other costs to deliver training. This includes the cost of providing needs assessment, task analysis, travel, curriculum development, marketing, and staff development. In-kind support includes administrative time, office space, computers, etc.

The following table outlines the actual budgets for the Northeast Workforce Training Partnership in FY 04 and 05, and projected budgets FY 06 and FY 07.

	FY04		FY05		FY06		FY07	
Revenues	Actuals		Actuals		Budget		Budget	
Direct Training Revenues	\$159,368	41%	\$195,795	50%	\$215,000	50%	\$235,000	52%
Community/Regional Funds	\$45,527	12%	\$25,629	6%	\$35,000	8%	\$ 35,000	8%
Institutional Funds (Cash)	\$29,500	8%	\$15,000	4%	\$25,000	6%	\$ 25,000	6%
Institutional Funds (In-Kind)	\$21,810	6%	\$22,463	6%	\$23,362	5%	\$ 24,296	5%
Grant Funding	0	0%	0	0%	0	0%	0	0%
State General Fund	\$134,618	34%	\$135,940	34%	\$132,697	31%	\$132,697	29%
Total Revenues	\$ 390,823 100%		\$ 394,827 100%		\$ 431,059 100%		\$ 451,993 100%	
Expenditures:								
Direct Training Expenses	\$ 117,915		\$ 124,588		\$ 123,000		\$ 129,150	
Outreach & Coordination Expenses:								
Salaries/ Wages/Benefits	FTE		FTE		FTE		FTE	
Training Director(s)	\$ 104,737	1.80	\$108,592	1.80	\$ 114,638	1.80	\$120,370	1.80
Training Managers/Coordinators	\$67,653	1.7	\$58,082	1.20	\$75,237	1.80	\$ 78,999	1.80
Support Staff	\$39,628	1.5	\$47,008	1.50	\$49,360	1.50	\$ 51,828	1.5
Administration (Inkind)	\$21,810	0.25	\$22,463	0.25	\$23,362	0.25	\$ 24,296	0.25
	-		-		-		-	
Total Salaries/Wages/Benefits	\$ 233,828	5.25	\$ 236,145	4.75	\$ 262,597	5.35	\$ 275,493	5.35
Marketing	\$10,904		\$10,737		\$10,000		\$10,500	
Travel	\$3,575		\$4,137		\$5,000		\$5,250	
Office/Prof Develop	\$6,905		\$7,387		\$15,000		\$15,750	
Special Projects (Biz Pathways)	\$15,527		\$10,629		\$15,000		\$15,000	
Other Expenses	\$2,000		\$0		-		-	
Total Operating Expenses	\$38,911		\$32,890		\$45,000		\$46,500	
Total Expenses	\$390,654		\$393,623		\$430,597		\$451,143	
Net Result for Future Investment	\$ 169		\$1,204		\$462		\$850	

VI. Quarterly Review and Evaluation Schedule

A. Budget to Actual Comparisons

Partnership budgets are developed through a group process with input from all members of the management team. Quarterly, the Management Team for the Partnership meets as a whole, to compare budgets to actuals, note trends, and makes adjustments as necessary.

B. Performance Measures

The performance measures for the Northeast Workforce Training Partnership are as recommended by the State-wide Task Force on Workforce Development and Training and as agreed upon by all Workforce Training quadrants in North Dakota. These measures will be evaluated via standardized assessment tools given post-training to both the training participant and the contracted employer/organization.

The performance measures used by the North Dakota Workforce Training System and the Northeast Workforce Training Partnership are listed in Appendix D in the North Dakota Workforce Training System Position Statement on reporting and performance measures. These performance measures have been approved by the North Dakota State Board of Higher Education, the North Dakota Legislature, and the Community and Technical Education Council.

These measures are reviewed at Advisory Board meetings and as needed with the Partnership Management Team and are reported to the ND Legislature and its Interim Committees, the North Dakota Board of Higher Education and the Community and Technical Education Council on a yearly basis. Workforce Training staff review the progress of training delivery and outreach on a monthly basis.

Appendix A

Workforce Training Partnership Memorandum of Understanding

Lake Region State College and the University of North Dakota

PURPOSE: The purpose of this Memorandum is to outline the partnership agreement between Lake Region State College and the University of North Dakota for delivering Workforce Training to the Northeast Quadrant of North Dakota.

TIMELINE: The Memorandum of Understanding is in effect from July 1, 2005 through June 30, 2007.

MISSION: The mission of the Workforce Training Partnership is to deliver Workforce Training to the Northeast Quadrant of North Dakota. The unit will build relationships with business and industry, conduct needs assessments as necessary, design and deliver customized training as required.

OPERATIONAL STRUCTURE: The Workforce Training Partnership will be managed collaboratively, on a day-to-day basis, by the two Workforce Training Directors. The Directors will report to an Executive Board consisting of six voting members (3 from LRSC and 3 from UND). Major and/or sensitive initiatives will be reviewed and approved by the Executive Board, prior to implementation.

BUDGET/FINANCE: LRSC and UND will provide office space, furniture, equipment and utilities for the Workforce Training staff on each campus, as in-kind contributions to the Partnership. LRSC will reimburse UND on a bi-monthly basis, as billed, for all net expenditures (total expenses – revenue collected and receivable) made on behalf of the Partnership. UND will transfer to LRSC annually, all revenue collected on behalf of the Partnership that is in excess of the expenditures made by the UND Office.. The receipt and distribution of Workforce Training State Aid will be the responsibility of LRSC.

PAYMENT FOR STAFFING: For the period of time covered by the Memorandum of Understanding, LRSC/UND will be reimbursed for salary and benefits based on the following percentages:

LRSC		
	WFT Director	100%
	Outreach Manager	50%
	Coordinator	50%
	Administrative Support	50%
UND		
	WFT Director	80%
	Outreach Manager	50%
	Coordinator	50%
	Administrative Support	100%

OUTREACH RESPONSIBILITIES: The UND Office will be responsible for all outreach in Grand Forks County, and the below listed businesses/organizations:

Pembina County: Motor Coach Industries
American Crystal Sugar, Drayton

Walsh County: Marvin Windows
First United State Bank, Park River & Grafton
Polar Communications, Park River
Samson Electric, Park River

FUND BALANCES: Up to \$10,000 of Partnership funds can be added to the Partnership Fund Balance, each year that net funds are available after all expenses have been paid. Annual operational surpluses in excess of \$10,000 shall be split between LRSC and UND on an equal basis. The fund balance will not exceed \$30,000 at any time. Workforce Training Partnership fund balance funds in excess of \$30,000 will be distributed to the Partners on an equal share. Any losses will be shared equally, by the partners, for the first \$40,000 in losses per year (LRSC = \$20,000, UND = \$20,000). All losses in excess of \$40,000 per year shall be the sole responsibility of LRSC.

PLAN OF WORK: The Workforce Training Partnership will cooperatively develop a plan for the period of time covered by this MOU, to be presented to the Northeast Quadrant Advisory Board.

Dr. Sharon L. Etemad, President
Lake Region State College

Dr. Charles Kupchella, President
University of North Dakota

Appendix B

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Northeast Quadrant Workforce Training Advisory Board Bylaws

ARTICLE 1

Purpose

The Northeast Quadrant Workforce Training Advisory Board is organized to:

- A. Make recommendations concerning the priorities of the Northeast Quadrant Workforce Training Partnership
- B. Assist in identifying skill shortages and workforce training needs
- C. Provide input for preparation of an annual business plan
- D. Make recommendation for funding the business plan
- E. Provide connection between institutions and business, labor, and industry associations and organizations
- F. Assist with establishing strong and effective partnerships with other NDUS institutions and all other related colleges, organizations and agencies
- G. Provide fund-raising support to meet local workforce training funding needs
- H. Assist with the development of performance measures for workforce training
- I. Serve as an advocate for workforce training
- J. Assist with preparation or review of annual workforce training reports

ARTICLE 2

Program Services

- A. Serve the workforce training needs of businesses, industries and organizations in the Northeast Quadrant of the state
- B. Serve as a broker in arranging the delivery of training in the Northeast Quadrant of the state

ARTICLE 3

The Board

- A. The Northeast Quadrant Workforce Training Advisory Board will consist of seven to fifteen members
- B. These Board members shall be appointed by the President of Lake Region State College
- C. At least one member of the board must be a representative of an Indian-owned business, tribal government or tribal college within the Northeast Quadrant
- D. Board member terms begin July 1 of the current year and shall be staggered so that approximately one-third of the terms end on June 30 in each of the next three years. Thereafter, members shall serve a regular term of three years with a maximum of two three year terms by any one individual or company representative

ARTICLE 4

Officers

- A. The Board shall elect at the annual meeting, from among the Board members, persons to serve in the following offices with duties as specified. The term of office shall be for one year, from July 1st to June 30th of the following year.
1. The Past President will be a position filled by the immediate past president of the Northeast Quadrant Workforce Training Advisory Board. This officer will continue to lend advice and counsel to the Board
 2. The President shall preside at all meetings of the Northeast Workforce Training Quadrant. No person shall be eligible to be elected President of this Northeast Quadrant Workforce Training Advisory Board for more than two consecutive years.
 3. The President Elect shall possess all the powers and may perform the duties of the President in the event of the President's absence or disability. The President Elect shall have authority and perform such duties as may from time to time be assigned or determined by the Board.
- B. Each of said officers may be removed by the Board whenever in its judgment the best interests of the Northeast Quadrant Workforce Training Partnership will be served thereby.

ARTICLE 5

Meetings

- A. The Board shall hold quarterly meetings.
- B. Notice of the regular meetings and special meetings shall be communicated by the Northeast Quadrant Workforce Training Staff to each Board member at least one week in advance of any meeting.
- C. Special meetings may be called by the President of the Board or the President of Lake Region State College
- D. The vote of the majority of the Board members attending a duly called and noticed meeting shall be sufficient to transact business
- E. Voting members of the Board may NOT proxy their vote or be represented in any manner by another individual

ARTICLE 6

Committees

The President of the Board shall appoint from time to time such committees as are necessary for the efficient operation of the Northeast Quadrant Workforce Training Advisory Board

ARTICLE 7

Amendment of Bylaws

These bylaws may be amended or repealed in whole or in part by a majority vote of the Board members attending in an annual meeting

Appendix C

MANAGEMENT TEAM INFORMATION

Dr. Sharon Etemad

Dr. Sharon Etemad, has been in a leadership role at Lake Region State College for 16 years, the past 11 years as CEO of the institution. Throughout her career at the college she has been committed to the community college philosophy of seeking out and meeting the educational needs of the community as a whole. The scope of a community college's service should include, but extend far beyond, a focus on recent high school graduates as the population to be served. This way of thinking has caused Dr. Etemad to often lead the college into uncharted waters. Frequently Lake Region State College has stepped forward as the first college in the North Dakota University System to address the needs of a special constituency. Economic development has always been one of her keen interests and she has committed many long hours to a variety of projects designed to address specific workforce needs.

Dr. Etemad has been intimately involved in the planning and design of this project and is committed to seeing that it is successfully implemented. She shares her vision for the project with its partners and staff, and assists them in linkage building processes. Dr. Etemad represents the Workforce Training Partnership at business functions, community meetings, and social functions, helping to generate sales leads and partnership linkages for the Partnership. She also recommends individuals to serve on the regional advisory board. Dr. Etemad's involvement will be funded by Lake Region State College.

Mr. Doug Darling

Doug Darling, Vice President of Instructional Services at Lake Region State College, will have senior management responsibilities for the Workforce Training Partnership. Mr. Darling is well versed in workforce development—in 1993, he developed Lake Region State College's Customized Training Unit and has done extensive contract training. His background includes several years experience with North Dakota Job Service. He also served Lake Region State College as an instructor in the business and marketing departments, as the public relations officer, and as the director of the community education program. Most recently Mr. Darling was the director of the Lake Area Vo-Tech Center in Devils Lake. This background prepares him superbly to be the administrative leader for the Workforce Training Division. In particular, he provides general oversight, problem resolution, and contract

negotiation for the project. He is also responsible for the development and evaluation of overall financial goals and objectives of the division, as well as monitoring compliance with policy. Mr. Darling's involvement will be funded by Lake Region State College.

Dr. James M. Shaeffer

Dr. James M. Schaeffer, as Associate Vice President for Outreach Services and Dean of Outreach programs is responsible for the overall leadership for the University of North Dakota's continuing education and outreach efforts. He represents the efforts of the training division in the Greater Grand Forks area. This includes recommending individuals to serve on the regional board. Dr. Shaeffer's position will be funded by UND. He also serves as the Chief Information Officer for the University of North Dakota.

Mr. Corry Kenner

Mr. Kenner received a B.S. in Accounting from Moorhead State University in 1980. He obtained the Management and Supervisory Development Certificate from the University of North Dakota in 1991 and completed the Professional Diploma from the Management Institute of the Central Association of College and University Business Officers (CACUBO) in 1994. He was employed in public accounting prior to joining the administrative team at Lake Region State College (LRSC) in June, 1984. Mr. Kenner is responsible for all finance, budget and human resource operations of LRSC and is responsible for financial accounting and budget preparation for the Community College Corporation of Devils Lake (aka Lake Region Community College Foundation).

Ms. Odella Fuqua

Odella Fuqua is the Assistant Dean for Finance and Information Technology in the Division of Continuing Education at the University of North Dakota. Ms. Fuqua has her CPA and has earned her MBA through the University of North Dakota. Fuqua has worked in the Continuing Education Division for 8 years and is responsible for the oversight of the service entities of UND DCE Division including conference services, the online development team, marketing, publications, and finance. She has been instrumental in bringing the latest technology to University of North Dakota administrators.

Appendix D

Position Statement for the North Dakota Workforce Training Systems Regarding Standardized Reporting

Business Plan

- To be completed by March 31 of each year and submitted to regional Workforce Training advisory boards and the Executive Director of CTEC for editing/changes
- Final Draft completed by September 1 of each year and final drafts submitted to the Executive Director of CTEC and CTEC Board Members
- Final Draft copies submitted to Board of Higher Ed members by September 15.
- Information for Business Plan should be arranged in the following order with the Headings I-VII in larger bold print as stated below. All bulleted items below sub-headings are included only as reference so quadrants can make sure that information is included in the section:

- I. Mission and Values Statement
- II. Executive Summary
- III. Management Plan
 - Background
 - Current Status (team members, staffing)
 - Future Directions
 - Current Resources
 - Strategic Alliances
 - Opportunities and Threats
- IV. Market Analysis
 - List of Products/Services
 - Client Profile region-wide
 - Economy
 - Demographics
 - Trends
 - Target Markets (including the WFT position statement on serving primary sector)
 - Competition and other Service Providers
 - Opportunities and Threats
- V. Program Strategy
 - Objectives (including goals and objectives for the year for each quadrant)
 - Marketing Strategies
 - Quantifiable benchmarks
 - Action/Implementation Plan
- VI. Budget
- VII. Quarterly Review and Evaluation Schedule
 - Budget to actual comparisons
 - Performance measures

The Year End Report

A short document, only responding to the performance measures as decided by the group (listed below) with little or no narrative. This report will be due to the Executive Director of CTEC and the Workforce Training Advisory Boards by September 1 each year.

This report is to include **ONLY** the following:

- The number and percent of businesses receiving training in the region
- Report on progress toward goals and objectives
- Number and percent of businesses requesting repeat or additional training events
- Levels of satisfaction with training events as provided by employers and employees will be reported as a single percentage number that reflects the percent of satisfied clients for the region for the FY. This number will be tabulated from the uniform evaluation agreed upon by the ND Statewide Workforce Training Directors group.
- Number of referrals for training and results of those referrals
- Revenue generated from training fees – gross revenue
- Number of people trained (duplicated and unduplicated count)
- Hours of training provided
- Budget to Actual comparison
- SIC codes of companies contracted
- Total number of employees in the companies contracted – shown by number of companies serviced in each of the following categories: 1-10, 11-25, 26-50, 51-100, and over 100 employees

Progress Reports

Compiled and reported in complete form to each quadrant director and the Executive Director of CTEC on a quarterly basis: November 1, February 1, August 1, and May 1

These reports will contain:

- The number of employees trained (duplicated count until June 30, 2001—unduplicated after July 1, 2001)
- The number of employers contracted with – unduplicated
- The revenue generated – gross revenue
- Number of hours of training provided
- Number of training events

Any information not reflected in the above reports and requested by the Board of Higher Ed or the legislature will be provided on an as requested basis. Requests for information that is reflected in the above reports by any entity will be given the most recent of the above reports to fulfill the request.

**Position Statement
For the
North Dakota Workforce Training Systems
Regarding Service to Primary Sector Employers**

Placing a priority on the primary sector shall be defined to mean:

- ◆ A special effort will be made to assure all primary sector businesses in the region are contacted to determine their workforce training needs. Contact may be by a workforce training manager or by one of the workforce training partnering organizations in the region;
- ◆ Where workforce training needs are identified, arrangements will be made to provide training in accordance with the specific needs and preferences of the businesses;
- ◆ Requests for workforce training for primary sector businesses, by local development organizations or by local providers involved in workforce training in the region, will receive priority attention for follow-up and action. Specifically, this item shall be interpreted to mean no primary sector businesses shall be denied training due to lack of priority in relation to non-primary sector business training being provided; and
- ◆ Further guidance and advice, including determining the proportion of workforce training to be provided to primary sector businesses in relation to non-primary sector businesses, shall be the prerogative of the Northeast Workforce Training Board.

*The North Dakota Century Code defines primary sector business as “an individual, corporation, limited liability company, partnership, or association, which through the employment of knowledge or labor adds value to a product that results in the creation of new wealth. This term includes tourism, but does not include production agriculture.” Additional definitions in the Century Code provide for the majority of sales to come from out-of-state markets.

Customer Service Position Statement for the North Dakota Workforce Training Quadrants:

In an effort to provide quality customer service in an individualized and customized manner to the employers of North Dakota, the Northeast Workforce Training Partnership representatives agree to:

- ◆ Treat each request for training or services that will be held outside of the representative's quadrant on a case by case basis
- ◆ Act in the same manner as a single business with many representatives – to work as a unit to identify the appropriate contact person to serve the needs of the customer
- ◆ Communicate in good faith as often as necessary to ensure coordinated referral efforts throughout the state
- ◆ List the cooperating quadrant name and representatives on all bids, proposals, contracts and training materials when providing training \outside of the providing quadrant
- ◆ Recognize the individual specialties of each quadrant and use these talents as often as possible to speed the delivery of quality instruction to participants
- ◆ Cooperatively offer services and training when possible in order to provide a unified and seamless system of training

Appendix E

Workforce Training Partnership

between

Lake Region State College and the University of North Dakota

Operational Plan

Fiscal Year 06

Measurable Strategies and timelines are listed under each Objective

Completed activities are highlighted in Gray

References to the Higher Education Roundtable Report are indicated by parenthesis ()

C = Cornerstone and number R = Recommendation number

Goal 1: Build Long Term Relationships with Business, Industry and Select Organizations (C1, R9) (C3, R-A1)

Objective 1: Market the Northeast Workforce Training Partnership using a Global Perspective

Strategy:	Responsible Party:	Measures of success by January 1, 2006	Measures of success by June 30, 2006			
A. A. Make relationship building and outreach contacts with employers, organizations, institutions, and agencies, etc. (C1, R2)	P= Directors and Managers	LRSC Director will maintain position on Devils Lake Chamber Board and Ambassador position. At least two visits to businesses in the region will be made with an advisory board accompanying staff Outreach visits by Administrators will be documented. Outreach visits by satisfied customers will be documented.	LRSC Director will maintain position on Devils Lake Chamber Board and Ambassador position. At least three visits to businesses in the region will be made with an advisory board accompanying staff Outreach visits by Administrators will be documented. Outreach visits by satisfied customers will be documented.			
B. Conduct outreach to the rural communities in our quadrant.	P=Directors & Managers	35 Outreach visits will be made to rural or outlying areas.	A total of 60 Outreach visits will be made to rural or outlying areas.			
C. Market the partnership through various methods.	P= Directors and Managers	Testimonials will be used in at least three marketing pieces.	Testimonials will be used in at least five marketing pieces total. At least three presentations to Chambers of Commerce will be completed.			

Goal 1: Build Long Term Relationships with Business, Industry and Select Organizations (cont'd)

Objective 1: Market the Northeast Workforce Training Partnership using a Global Perspective (cont'd)

Strategy:	Responsible Party:	Measures of success by January 1, 2006	Measures of success by June 30, 2006			
D. Publish a newsletter twice per year	P=Laura Lowe	First newsletter published and distributed	Second newsletter published and distributed			
E. Maintain & market the website	P= Program Assistants	Web site will be listed on letterhead, business cards, flyers, etc. as well as the www.trainND.com site	The LRSC and UND web pages will be linked			
F. Plan and implement internal marketing efforts	P= Directors and Managers	Internal customers will be included on newsletter distribution list At least one update to faculty will be presented.	Develop and place WFT articles in Internal Publications			

Goal 1: Build Relationships with Business, Industry and Select Organizations (cont'd)**Objective 2: Promote long term training programs and curriculum.**

Strategy:	Responsible Party:	Measures of success by January 1, 2006	Measures of success by June 30, 2006			
Expand out and document long-term training programs.	P=Team	Define what a long-term program is.	Identify and market long term training agreements such as CNA, Altru Health Systems, etc.			
Explore offering online training courses	P=Directors	Needs of POST Board determined and WFT's eligibility to contract to provide training determined.				
Maintain relationship with State agencies	P=Directors	Follow through on statewide Dementia curriculum training, explore possibility of additional training opportunities in In-Home Care	Maintain satisfaction level of participants and contractor of In Home Care Training Program at 90% or better.			

Goal 1: Build Relationships with Business, Industry and Select Organizations (cont'd)

Objective 3: Compare staffing to current data and make revisions necessary to maintain quality customer service and grow the partnership

Strategy:	Responsible Party:	Measures of success by January 1, 2006	Measures of success by June 30, 2006			
A. Annually develop and budget a Projected Staffing Plan	P = Directors		Plan for FY 07 developed and endorsed by Executive Team and Advisory Board			
B. Evaluate customer service procedures and explore options for quality improvement (C2,R-B8,9)	P = Team	Satisfaction rating of employers and training participants evaluated for possible improvements. Conduct information assessment survey to determine if new methods of outreach, marketing, or service need to be implemented.	Implement any necessary changes resulting from data collected in previous timeframe.			
C. Explore the possibility of joint outreach and shared resources with other agencies (C1, R8,9) (C2, R-D1,5,6) (C4,R5)	P = Directors & Managers	Renewed MOU with Job Service ND CSA IV Staff will remain active participants in the Northeastern ND Training/Economic Development Collaboration.	Renewed MOU with Job Service ND CSA IV Staff will remain active participants in the Northeastern ND Training/Economic Development Collaboration.			

Goal 2: Deliver Quality Workforce Training Products & Services						
Objective 1: Customize training to meet the needs of North Dakota's employers and economy (C1, R9)						
Strategy:	Responsible Party:	Measures of success by January 1, 2006	Measures of success by June 30, 2006			
A. Conduct formal needs assessments as needed	P= Holly Galen	Conduct a certification assessment of EDC's across the state.	Conduct a Primary Sector Assessment in Partnership with the Grand Forks Area EDC			
B. Use the assessment services of other agencies when appropriate.	P=Team	Will document our uses.	Will document our uses.			
C. Work with the SBA and other Service Providers to make entrepreneurial topics readily available to new enterprises (C1, R4) (C2, R-D1)	P = Directors and Managers	Continue to market and maintain the Northeast ND Bizpathways web site.	Ensure at least 8 new service providers are added to the ND Bizpathways service provider data base.			
D. Have a presence at conferences, workshops, meetings and seminars of entrepreneurial interest to stay abreast of the needs of this growing group, promote a culture of entrepreneurship, and respond to the training needs of new enterprises (C1, R4) (C2, R-D1)	P = Directors and Managers	Meetings of entrepreneurial interest will be documented.	At least two staff will have attended Marketplace for Entrepreneurs.			

Goal 2: Deliver Quality Workforce Training Products & Services

Objective 1: Customize training to meet the needs of North Dakota's employers and economy (C1, R9)

Strategy:	Responsible Party:	Measures of success by January 1, 2006	Measures of success by June 30, 2006			
E. Maintain alliances with tribal colleges in our region (C1, R6)	P=Holly	Two outreach visits, one to each tribal college, will be conducted.	Two follow up contacts, one to each tribal college, will be conducted.			
F. Stress our Technical Skills Training	P=Team	New marketing pieces will emphasize technical training	At least six outreach visits will be conducted to promote technical training topics			
G. Explore new programming in the following areas: 1. Homeland Security 2. Renewable Energy 3. Economic Development	P=Galen Holly	Will document our efforts/	Will document our efforts.			

Goal 2: Deliver Quality Workforce Training Products & Services

Objective 2: Deliver our products & services when and where business need them.

Strategy:	Responsible Party:	Measures of success by January 1, 2006	Measures of s6			
A. Responsiveness	P=Team	Will maintain a responsiveness rating of at least 95% based on post training evaluations.	Will maintain a responsiveness rating of at least 95% based on post training evaluations.			
B. Non-traditional delivery	P=Team	Will deliver training at times requested by customer – any time, any where	Will deliver training at times requested by customer – any time, any where			

Goal 3: Be Accountable to Our Constituents

Objective 1: Make operational decisions based on data

Strategy:	Responsible Party:	Measures of success by January 1, 2006	Measures of success by June 30, 2006			
A. Evaluate and track satisfaction level of employers (contracted projects) (C2,R-A2)	P = Directors and Managers	Will have employers of contract courses complete a satisfaction survey. Goal of average satisfaction rating of 5.5.	Will have employers of contract courses complete a satisfaction survey. Goal of average satisfaction rating of 5.5.			
B. Evaluate and track satisfaction level of employees completing training (C2,R-A2)	P = Program Assistants	Will have employees complete a post training satisfaction survey Goal of average satisfaction rating of 5.5.	Will have employees complete a post training satisfaction survey Goal of average satisfaction rating of 5.5.			
C. Track and report qualitative evaluation data relating to the training having a positive impact on the performance of the employees (C2,R-A2) (C2, R-B5)	P = Directors	Will actively seek testimonials regarding post training worker productivity and attitude. Will document these testimonials.	Will actively seek testimonials regarding post training worker productivity and attitude. Will document these testimonials			

Goal 3: Be Accountable to Our Constituents (continued)

Objective 1: Make operational decisions based on data (continued)

D. Track and report repeat business	P = Program Assistants	Reported number and percent of repeat business to Executive team and Advisory Board at least twice.	Reported number and percent of repeat business to Executive team and Advisory Board at least three times			
E. Set up plan for and conduct Operational Meetings	P = Team	Dates of meetings will be documented	Dates of meetings will be documented			
	P = Team	Decisions made at these meeting will be documented.	Decisions made at these meeting will be documented.			
G. Maintain and facilitate an Advisory Board	P = Team	Will use IVN service for at least one meeting to save the time of our members.	Will expand board membership from the business community by at least one member. Will use IVN service for at least two meeting to save the time of our members.			

Goal 3: Be Accountable to Our Constituents (cont'd)

Objective 2: Maintain fiscal accountability as proposed in the business plan

Strategy:	Responsible Party:	Measures of success by January 1, 2006	Measures of success by June 30, 2006			
A. Report Financial status to appropriate parties	P = Directors	Financial status will be reported to advisory board at quarterly meetings, executive board at quarterly meetings and to Board of Higher Education and Legislative committees yearly or as requested.	Financial status will be reported to advisory board at quarterly meetings, executive board at quarterly meetings and to Board of Higher Education and Legislative committees yearly or as requested.			
B. Investigate alternative funding sources	P = Directors and Managers and Executive Team	LRSC Director will continue to play a role in the Center of Excellence initiative at LRSC New opportunities will be explored and documented as they present themselves.	LRSC Director will continue to play a role in the Center of Excellence initiative at LRSC New opportunities will be explored and documented as they present themselves.			
C. Provide assistance to clients when applying for grant funding.	P = Team	As needed	As needed			
D. Minimize overhead costs by utilizing in house services and donation sources when possible.	P = Team	Will use internal resources for printing of business cards, letterhead, photocopying, transportation, etc.	Will use internal resources for printing of business cards, letterhead, photocopying, transportation, etc.			

Goal 4: Communicate with Workforce Divisions Across the State

Objective 1: Be an active participant in the Statewide Workforce Training System

Strategy:	Responsible Party:	Measures of success by January 1, 2006	Measures of success by June 30, 2006			
A. Meet with the workforce training representatives from other quadrants	P = Team	Statewide meetings will be attended by at least one of the Directors, both when they are available.	Statewide meetings will be attended by at least one of the Directors, both when they are available.			
B. Benchmark workforce training programs throughout the nation (C1,R14)	P = Holly	National and state benchmarking studies will be photocopied and filed at the LRSC office for use by team members.	National and state benchmarking studies will be photocopied and filed at the LRSC office for use by team members.			
C. Gather workforce data from State sources (C1,R14)	P = Directors and Managers	Will gather data as needed	Will gather data as needed			
D. Make referrals to other providers as appropriate.	Directors & Managers	Will document referrals made and/or received and report in year end documentation.	Will document referrals made and/or received and report in year end documentation.			
E. Compare overall demographic workforce data to LRSC/UND data and other quadrant workforce reports and make necessary adjustments in our training/marketing (C1,R14) (C2,R-A2)	P = Directors & Managers		Continue to gather information as needed and prepare recommendation for the Executive Board			

Goal 5: Position the Partnership to sustain the mission and vision of the Northeast Workforce Training Division (C2, R-B8,9)

Objective 1: Garner legislative support for the continuation of the Workforce Training Quadrant System

Strategy:	Responsible Party:	Measures of success by January 1, 2006	Measures of success by June 30, 2006			
A. Make contacts with Legislators in the quadrant	P= Directors	Include Legislature in mailing list for newsletter	Make personal contact with legislators in quadrant on at least three occasions in each fiscal year.			
B. Form legislative committee as part of advisory board	P=Dr. Etemad, Directors		Identify person to head legislative affairs committee for Advisory Board.			

Objective 2: Increase the value of services and programs offered to our customers (C2,R-B8,9)

A. Monitor and document the perceived value of our programs and services by Workforce Training Clients (C1, R14)	P = Directors and Managers	Scan all communication with participants and employees to capture and document statements relating to perceived values.	Report findings of information garnered from customer communications to executive team and advisory board.			
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Objective 3: Increase the role of the Northeast Workforce Training Partnership in local, regional, and statewide initiatives and organizations whose collaboration will facilitate the partnership towards its mission

A. Involvement of Workforce training personnel in various regional workforce training organizations. (C2, R-D1)	P = Directors & Managers	Involvement will be documented	Involvement will be documented			
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Goal 5: Position the Partnership to sustain the mission and vision of the Northeast Workforce Training Division (C2, R-B8,9)

Objective 3: Increase the role of the Northeast Workforce Training Partnership in local, regional, and statewide initiatives and organizations whose collaboration will facilitate the partnership towards its mission

Strategy:	Responsible Party:	Measures of success by January 1, 2005	Measures of success by June 30, 2005			
B. Team members to involve themselves in short and long term committees and organizations that promote collaborative opportunities for the partnership (C2, R-D1)	P=Team	Maintain involvement in the Northeastern ND Training/Economic Development Collaboration	Maintain involvement in the Northeastern ND Training/Economic Development Collaboration			
C. Center of Excellence	P=Holly, Dr. Etemad	Proposal for a Center of Excellence at LRSC submitted				

NORTH DAKOTA STATE COLLEGE OF SCIENCE

FY06/07 Workforce Training Business Plan

Southeast Region



College Outreach
Wahpeton



Skills and Technology
Training Center
Fargo

July, 2005 – June, 2007



Jamestown/Stutsman
Development Corp.
Jamestown



Job Service
North Dakota
Oakes



*College Outreach * Workforce Training*
*Wahpeton * Fargo * Jamestown * Oakes*

Providing responsive, accessible
and flexible delivery of innovative
world-class employee training.

Employee Development * Organizational Development * Technical Training * Computer Training

***Provide business and industry in North Dakota with the
most competitive workforce in the nation***

North Dakota State College of Science
Southeast North Dakota Workforce Training

Business Plan for Fiscal Years 2006 & 2007

Respectfully Submitted August 29, 2005

Dale Knutson
Director of Southeast Region Workforce Training

The four logos and locations shown on the front cover represent the offices and formal delivery sites of the Southeast Workforce Training Region. The relationship between the Jamestown/Stutsman Development Corporation, Job Service North Dakota at Oakes and Southeast North Dakota Workforce Training is addressed further throughout the business plan.

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I. Mission and Values Statements

North Dakota State College of Science

The North Dakota State College of Science is a comprehensive, associate degree granting college founded on a tradition of quality and integrity. We deliver learner-focused education through a unique and evolving collegiate experience. Using innovative delivery strategies, NDSCS anticipates and responds to statewide and regional needs by providing access to occupational/technical programs, transfer programs and workforce training.

College Outreach

College Outreach provides opportunities for personal development and enrichment, technical upgrading and professional growth. Our focus is training which utilizes state-of-the-art equipment and facilities, flexible and responsive delivery methods, qualified trainers, and quality materials. We enable businesses to enhance performance and productivity and individuals to achieve personal and professional goals.

Skills & Technology Training Center

The Skills & Technology Training Center is dedicated to helping businesses prepare their employees for today's high paced technological workplace. Through state-of-the-art facilities, experienced trainers, and high quality training materials, the STTC is committed to helping businesses achieve their training goals.

Southeast North Dakota Workforce Training

As part of the North Dakota Workforce Training Initiative, the Southeast North Dakota Workforce Training Region is committed to providing businesses and industries in our area with the most competitive workforce in the nation. This goal is accomplished through customized training, rental of our state-of-the-art facilities, or enrolling employees in our workshops, seminars and classes. *"We provide responsive, accessible, and flexible delivery of innovative world-class employee training".*

Values

As members of the NDSCS community, we are stewards for many constituents – students, parents, and citizens. They have entrusted us with their resources and their aspirations, and we respond with personal attention, professional conduct, and vibrant enthusiasm for our vocation. Each of us contributes to the success of the college, its students, and its alumni. Our shared values embrace our decisions and our daily actions. We value:

L - Learning: Engage the campus community in a life long learning environment inside and outside the classroom.

I - Integrity: Work with others and conduct ourselves in a respectful, ethical, honest, and trusting manner.

F - Flexibility: Consider ideas from all sources and adapt to the needs of our patrons.

E - Excellence: Deliver superior programs and services that distinguish the college from its peers.

II. Executive Summary

In 1999, the state of North Dakota enacted legislation that established a system for providing workforce training. In this system, four quadrants were established in which workforce training was to be coordinated by a designated two-year college. In the southeast quadrant, the North Dakota State College of Science (NDSCS) was assigned this role. Considerable progress has been made by the college in its efforts to address the needs of employers in the region as well as to meet the expectations of the workforce training legislation. This business plan reflects the progress to date as well as establishing future goals.

NDSCS has a long history of providing workforce training and development to businesses and industries across the region and state. The College Outreach division at NDSCS has traditionally provided customized training, management and supervisory training, and open enrollment and evening school classes (generally non-credit) to a wide variety of clientele. Primary delivery sites for workforce training are provided at NDSCS in Wahpeton, the Skills and Technology Training Center (STTC) in Fargo and in Jamestown, which is a unique partnership between the Jamestown Stutsman Development Corporation and Southeast North Dakota Workforce Training. A partnership with Job Service North Dakota at Oakes provides greater awareness, easier accessibility and responsiveness in the 4 southwest counties of our region. Training is offered at other educational facilities in the region as well as onsite at business and industry locations.

The southeast region is fortunate to have a strong base of educational institutions, private organizations, and consultants, which support workforce training and are particularly capable in providing technical training. Progress continues to be made in developing constructive and effective working relationships between and among the training providers. While the region has a wide variety of effective training providers, work continues to better market and evaluate training activities. As in previous years, further work remains in building relationships with businesses and industries outside the Wahpeton and Fargo communities. In 2002 a shared marketing position in Jamestown through the Jamestown Stutsman Development Corporation was developed. The position was expanded to full time in July of 2005. In 2004 the partnership in Oakes with Job Service North Dakota was developed immediately generating increased activity in that area.

The workforce training department for the Southeast Region reports to the NDSCS Director of College Outreach. The Director of College Outreach and the Director of the Skills and Technology Training Center report to the Vice President of Administrative Affairs. The two are directly responsible for day-to-day workforce training in the region and at the STTC. Positions directly funded by state appropriations for workforce training include the director of workforce training, two program directors, and two administrative support positions. Overall, 14.85 FTE positions between NDSCS and the STTC (including the 5 FTE workforce training positions) support business and industry training and workforce development.

The current business plan includes financial projections for the next 2 years. Generally, good progress is being made in meeting budget projections. Much progress is being made creating operational efficiencies and more effective marketing. Continued incremental growth is projected in training of all types.

Specific goals for FY 2006/2007 are identified as follows:

- A. Hire a full time Workforce Training Welding Trainer/Coordinator by July, 2005
- B. Purchase a new semi trailer and retrofit to a welding lab and put into service by October, 2005
- C. Create a new position (Statewide Apprentice Coordinator) responsible for Workforce Training Apprenticeship activities throughout the state. Coordinated out of this office but responsible to all 4 regions
- D. Develop a 1/4 to 1/2 time position through a partnership in the northern tier of the Southeast Region to provide greater accessibility by June, 2006
- E. Increase Soft-skills training by 5% to businesses by June, 2006
- F. Increase Workforce Training open enrollment offerings by 10% in collaboration with economic development entities by June, 2006

Additional information is provided in section V, Program Strategy.

Performance measures have been identified as per the directives that accompanied the workforce training legislation. Numerous statistics are, and will continue to be tracked, documenting the impact of the workforce training funding.

III. Management Plan

Brief Description of Current Operations

The North Dakota State College of Science (NDSCS) has been designated as the coordinating institution for workforce training in the southeast quadrant of North Dakota.

(See Appendix A for a map of the four workforce training regions.)

Delivery Sites

North Dakota State College of Science, in its coordinating role for workforce training, utilizes four primary delivery sites for training offered. These sites are in the Jamestown, Oakes, Wahpeton and Fargo areas and include the facilities located on the main campus in Wahpeton as well as those at the Skills and Technology Training Center (STTC) in Fargo. At the workforce training location in Jamestown and Oakes, various existing community and business sites are being utilized for training including Career and Technology Centers.

The STTC is a 55,000 square foot complex with close proximity to NDSU, the Fargodome and Hector International Airport. STTC facilities include computer labs, classrooms, several multi-purpose rooms, a large multi-media equipped auditorium, a special conference room for interactive video and tele-conferencing and several large training bays. Likewise, the training facilities at NDSCS include classrooms, computer labs, technical labs, conference rooms, interactive video classrooms, and teleconferencing rooms. During the traditional school year, the facilities at NDSCS can be very difficult to schedule for workforce training activities. Workforce training in the region can also be delivered at other sites including Career and Technology Centers, college campuses and on-site at business locations. Communities with public educational facilities available for specialized workforce training are Fargo, Jamestown, Mayville, Valley City, Oakes, and Wahpeton.

Organizational Structure

The workforce training division for Southeast North Dakota Workforce Training reports to the NDSCS Vice President of Administrative Affairs. The organizational structure of the workforce training division consists of the NDSCS Director of College Outreach and Workforce Training, the STTC Director, six marketing representatives/training and projects coordinators (staffed at a 4.85 FTE level), two program directors, one training coordinator, two administrative support positions, a system support specialist, and three instructors. Of these positions, the Director of College Outreach and Workforce Training, two program directors, and two administrative support positions are funded through Workforce Training dollars from the state. The other positions are funded through NDSCS funds or STTC operations.

Organizational charts for NDSCS College Outreach and the Skills and Technology Training Center are provided in Appendix B.

Workforce Training Board

The Southeast North Dakota Workforce Training Board was formed in the fall of 1999 in accordance with North Dakota Century Code, Chapter 52-08. The functions of the board are identified in the ND State Board of Higher Education Policy Manual, Section 350.2 (see Appendix C). Board members are business and industry executives from the private sector who represent a broad spectrum of companies and organizations across the Southeast region. The Workforce Training Board has been established to advise the college regarding various workforce-training issues and needs in the region and to report to the State Board of Higher Education regarding the status of workforce training. The activities of this board are coordinated through the NDSCS President, the Director of Southeast North Dakota Workforce Training and the Director of the STTC. As scheduled, the board met 4 times this past fiscal year and 21 times since its formation. Board members are identified in Appendix D.

Management Staffing Experience

The Director of Southeast North Dakota Workforce Training, Dale Knutson, was appointed to this position in the fall of 2002. He has been involved in workforce training since the fall of 2000. Dale worked in the manufacturing industry for over 25 years. He also has experience as an instructor in Manufacturing Technologies at NDSCS as well as managing and training at a private industry training organization. Dale also serves as the Director of College Outreach at NDSCS. The position of Director of the Skills and Technology Training Center is Mel Olson, a highly regarded educational leader. He has considerable experience in career and technical education, having served as the State Director of Career and Technical Education for North Dakota. Additionally, he brings a wealth of financial and human resource management experience from his service as a school superintendent.

Current Staffing

The Marketing Representatives/Training and Projects Coordinators are charged with the responsibility of marketing various types of training. They operate from offices in Wahpeton at NDSCS, the Skills and Technology Training Center in Fargo, in Jamestown, co-located with JSDC, and in Oakes, co-located with Job Service North Dakota. They develop working relationships with businesses and industries in their service areas. These representatives serve as a key link in assessing client needs. Al Krueger, STTC (1 FTE), Chris Feickert, STTC (.8 FTE) Susan McDonald, STTC (.8 FTE), Teri Gullickson, Jamestown (1 FTE), Karla Hoelscher, Oakes (.25 FTE) and Larry Stanko, NDSCS (1 FTE) currently are the workforce training marketing representatives/training and projects coordinators. (No workforce training funds are used for these positions. They are funded from generated training revenues.

The Workforce Training Program Directors serve key roles in open enrollment workforce training. They direct much of the activity in developing regular open enrollment calendars and training events. They recruit and maintain a cadre of adjunct trainers, provide services to trainers, design training packages, arrange facilities and equipment, and maintain training records. Mary Beth Burns (located at the STTC) and Carol Meehan (housed at NDSCS) serve in these positions. Both Carol and Mary Beth have considerable experience in developing and delivering business and industry training. In addition, both Program Directors personally deliver training. (Workforce Training appropriations fund both of these positions.)

The Training Coordinator at the STTC and the Office Manager and Administrative Assistant at NDSCS assist staff in arranging facilities and equipment, maintaining records, coordinating services for training activities, and processing documents. Rita Haman currently serves as Training Coordinator at the STTC and Jane Cornell is the Administrative Assistant. Donna Meyer serves as the Office Manager for the College Outreach Division at NDSCS and Michelle Shereck is Administrative Support. (Workforce Training provides funding for the Office Manager position and one administrative support position while the other positions are paid through STTC and NDSCS operations.)

Of the three full time Workforce Training instructors, Stewart Opland and John Peterson teach primarily in the John Deere ProTech area. Ron Pfaff's primary duties are to coordinate and teach welding. All of these positions are self-funded through revenue generated from training.

Directories of staff at NDSCS College Outreach and the Skills and Technology Training Center in Fargo are provided in Appendix E.

Current Resources

The Southeast Workforce Training region is fortunate to have access to several key resources. The first recourse is a strong pool of talented trainers with expertise in the areas of computers, technical skills, soft-skills, managerial and supervisory skills. These trainers are drawn primarily from private industry and the higher education system. Access to trainers in our region of the state is enhanced by a strong base of businesses, educational institutions and overall population. Currently, our databases of trainers contain over 80 individuals. A number of trainers hold special industry certifications.

A second resource is the effective working relationships that have been developed between Workforce Training and other public and private institutions and organizations that are also interested in workforce development and training. Other working relationships are maintained with such agencies as the Small Business Administration, the Small Business Development Center and the Manufacturing Extension Partnership.

A third resource is the availability of high quality training facilities and equipment throughout the region including portable training labs. The facilities and equipment resources at NDSCS and the STTC for workforce training are excellent. As stated previously, during the traditional school year, the facilities at NDSCS can be very difficult to schedule for workforce training activities. Other colleges and universities in the region have also committed to sharing their facilities and equipment, as have the high school Career and Technology Centers. These facilities are typically very good. Further, given the increased distance education technology that is being developed in the region, there is a tremendous capacity for delivering workforce training.

Regional Workforce Training Directors

The Workforce Training Directors from each of the four regions meet quarterly. The agendas for these meetings primarily address accountability measures and program strategy. These meetings support increased awareness, consistency, and continuity throughout the state. A key initiative implemented by the directors is to provide 2 statewide professional development activities annually for all workforce training representatives. The past two training events have involved strategic sales and marketing and collaborative/team building and strategic planning. We understand the value of training and feel we must lead by example. Chairing responsibilities rotate every two years between the four directors. The Southeast Region Director has completed the first year of this position.

Strategic Alliances

Cooperative arrangements have been discussed with several state and federal program service providers. These include the Small Business Administration, the Small Business Development Centers and the Manufacturing Extension Partnership.

Within our region, we strive to work with key agencies and organizations that can also help support workforce training. These include the following:

Job Services Offices at:

- Fargo
- Jamestown
- Harvey
- Oakes
- Valley City
- Wahpeton

Career and Technology Centers at:

- Jamestown
- Oakes
- Valley City
- Wahpeton

North Dakota Colleges and Universities and Delivery Sites:

- Jamestown College
- Mayville State University
- North Dakota State College of Science
- North Dakota State University
- Valley City State University

Jamestown/Stutsman Development Corporation:

Continual efforts are made to keep these agencies and organizations informed of workforce training activities and ventures. More importantly, Workforce Training representatives work to actively support the services and activities of each of these agencies or entities. There is special effort given to working cooperatively so that we are not duplicating efforts.

Additionally, a unique training partnership has been developed between NDCSC Workforce Training and Minnesota State Community and Technical College (MSCTC) in Moorhead, MN. The partnership includes combining low enrollment training events to create more cost effective training for business and industry as well as joint ownership of a portable welding lab to be used throughout the region. This lab would be cost prohibitive if not shared.

IV. Market Analysis

List of Products and Services

Contracted workforce training in technical, computer, organization development and employee development (soft-skills) is the primary service provided. Open enrollment sessions are also arranged to meet the needs of companies who would be unable to economically contract their own training. These sessions also meet the needs of individuals attempting to enter specific job markets. Some of the training areas addressed include computer networking, computer software, computer hardware, electrical code updates, welding and machining skills, diesel mechanics, CAD (computer aided drafting), ISO (International Organization for Standardization) 9000, supervisory training, safety training and various soft skills. Other related services include certification testing and training needs assessment. A market continues to be developed in the health industry.

Southeast Workforce Training has recognized the need to provide more training services in response to growing industry demand. One response has been to develop specialized capabilities in areas such as ISO 9000 quality management, Achieve Global (Zenger Miler) supervisory and workplace skills, and CISCO computer networking as well as other high-end IT computer training and certifications. Partnerships with customers such as John Deere have enabled College Outreach Division to deliver workforce training to diesel technicians and parts personnel in a multi-state area. These relationships have also involved curriculum development as well as arrangements to make major equipment available when needed. Training partnerships have been developed with Applied Quality Systems (based in the Twin Cities) for ISO 9000 training and consulting and with Productivity, Inc. in Minneapolis for machining training utilizing the Haas Technical Center at NDSCS. Relationships continue to be developed with other service providers in the region to enhance the training capabilities and offerings available.

These capabilities are, and will continue to be, of great value to businesses and industries in the region. Likewise, each of the other colleges and Career and Technology Centers has unique services which serve and enhance workforce training in Southeast North Dakota. Contracts are also being developed with consultants and independent trainers who can assist in providing unique training services and capabilities.

The STTC and NDSCS can provide access to general classrooms, computer facilities, and shop facilities in Fargo and in Wahpeton. Mobile training labs are also available for on-site training in welding, machining, and other industrial purposes. As noted previously, specialized training facilities are also available in several other communities in the region.

Client Profile

The Southeast Workforce Training Service Region includes the same geographical area as the State Planning Regions V and VI. This 15-county region stretches east from Harvey to Carrington to Cooperstown to Mayville and Hillsboro. It reaches south from Harvey to Medina to Napoleon to Wishek and Ashley.

The following data in this section was gathered from labor market information provided by Job Service North Dakota. The population data for 2003 show that region V (the 5 eastern counties) had 164,861 people. Region VI (the 9 western counties) had a population of 58,444. The combined regions have a total population of 223,305 people (compared to 213,683 in 1995). The 2003 (most current information available) labor force data for Region V and VI combined were 124,765 jobs (compared to 123,102 in 2002), which is an increase of 1,163 employees (1.35%) from 2002. Additionally, the number of business increased from 8,494 in 2002 to 8,782 in 2003 for a total increase of 288 (3.39%). The 2003 numbers of employers and actual covered employment data by industry for the SE Workforce Training Service Region are as follows (See Appendix F for more details):

Calendar Year 2003

Industry	Number of Employers	Covered Employment
Agriculture & Mining	180	1,102
Construction	985	6,533
Manufacturing	360	14,094
Transportation, Communication, Utilities	443	4,229
Wholesale Trade	1,033	8,652
Retail Trade	1,153	15,589
Financial, Insurance, Real Estate	955	8,916
Government	517	17,815
All Other Industries	3,156	47,835
Total all Industries	8,782	124,765

For comparative purposes, the data for 2002 were:

Calendar Year 2002

Industry	Number of Employers	Covered Employment
Agriculture & Mining	165	1,028
Construction	935	6,100
Manufacturing	356	14,035
Transportation, Communication, Utilities	428	4,153
Wholesale Trade	1,038	8,662
Retail Trade	1,110	15,257
Financial, Insurance, Real Estate	622	7,241
Government	527	17,776
All Other Industries	3,313	48,850
Total all Industries	8,494	123,102

Essentially, the complete data show incremental growth between the two years with the number of employers increasing by 3.39% and employees up 1.35%.

Job Service North Dakota and the State of North Dakota provide a considerable amount of information which is relevant to workforce training. For example, Job Service provides data regarding population, labor force, industry, etc. for each county in the state. This information is available on their web site, www.jobsnd.com, and also provides comparisons to the rest of the state. An example of such information is provided in Appendix G.

Target Markets

Southeast North Dakota Workforce Training is committed to the goal of providing training opportunities to all businesses in the region. However, given the importance of growing the state's economy, we believe that it is critical to have a special focus on primary sector businesses. (see Appendix H).

The largest business and industry sectors, based on number of covered employees, in our region other than government are health care and social assistance, retail trade, and manufacturing followed by accommodation and food service. Consistent with this mix of businesses and industry, our records show that we have conducted a great deal of workforce training for these sectors. Typically, the larger businesses in these sectors, as well as larger businesses in some of the other areas, have been key clients in using customized or tailored workforce training (curriculum and materials developed specifically to meet the needs of the requesting business). We expect that there will be continued growth in customized training in these sectors as well as with larger businesses in other categories.

Another significant market is smaller businesses that cannot afford customized training events, but still require training to upgrade employee skills. For such businesses, we have worked aggressively to develop open enrollment classes that meet their needs. Open enrollment training allows businesses to send one or more employees to training that is of interest to them. By enrolling sufficient numbers of employees from various companies in an open enrollment class, enough revenue is generated to cover the costs. Open enrollment classes have worked very well for small businesses. We expect continued growth and demand for open enrollment classes, especially due to the small size of many businesses in our region.

In the Southeast Region, participation in training for FY 05 was divided as follows:

Technical training – 64%

Computer Training – 23%

Soft Skill Training – 9%

Organizational Training – 4%

There may be some overlap in the definition of computer and technical training as well as soft skill and organizational training.

Because of the locations of our primary delivery sites, we believe we have done a reasonably good job of marketing workforce training in the eastern part of our region. We are concerned that, due to limited resources, we have not been able to effectively market workforce training in the northern area of the region. The west and southwest regions are being supported by our full time Jamestown representative and our ¼ time Oakes representative.

Other Workforce Training Providers in the Southeast Workforce Training Region

The Southeast Workforce Training Region has many entities that are active at some level in workforce training and related services. As the regional model continues to be implemented, efforts must continue to leverage the capabilities and relationships of the existing providers. Continuing efforts to foster and develop effective working relationships with each of these providers are planned to determine what level of collaboration is desired. Some of the current providers in the region include:

- Several components of NDSU including the Institute for Business and Industry Development, Continuing Education, Extension Service, and others
- Corporate Adventures (Kathryn Center)
- Valley City State University
- Mayville State University
- Southeast Area Career & Technology Center (Oakes)
- Sheyenne Valley Area Career and Technology Center (Valley City)
- James Valley Multi-District Career & Technology Center (Jamestown)
- Jamestown College
- Richland County Career & Technology Center (Wahpeton)

Because the needs of the customer are usually not compatible with the workloads and schedules of regular campus faculty, many instructors are, and will continue to be, adjuncts recruited from industry. In many cases potential competition becomes a partner whose services Workforce Training is brokering to meet the clients needs.

As noted previously, NDSCS is committed to working with the other Workforce Training Regions; both to assist with training needs that utilize unique capabilities from the Southeast Region and also to request special training capabilities available from the other quadrants.

Opportunities and Challenges

Opportunities

- SE WFT Region has a core of people and institutions committed to workforce training.
- The region continues to grow in both the numbers of businesses and employees.
- NDSCS has strong connections with industry from on-campus programs.
- NDSCS and the STTC, along with the other educational providers in the region, can address a broad spectrum of workforce training topics.
- The STTC is established and the Allied Health area of the facility is now completed and operational.
- The STTC is continuing to meet expectations regarding training activities and revenue.
- NDSCS and the STTC have positive reputations within business and industry.
- Corporate Adventures (Kathryn Center) near Valley City is an established resource in the region and is very interested in providing support for workforce training.
- NDSCS has a large core of on-campus technical expertise.
- There are four Career and Technology Centers in the region that are potential training and delivery sites.
- Progress is being made in identifying additional adjunct trainers and training consultants.
- Training activities and revenues continue to grow.
- Our region is especially strong in providing training in the areas of technical training and computer technology.

Challenges

- Work must continue to build significant relationships with businesses and industries outside the Wahpeton and Fargo communities. Good progress is being made throughout the region.
- Additional support staff is needed to accommodate increased levels of training (enrollment management, report generation, etc.)
- Additional strategies must be developed to support the STTC facilities requirements.
- Workforce training must continue to improve its marketing approach including providing potential clients with industry specific statistics regarding “return on investment” for training.
- Work must continue to standardize and refine workforce training processes.
- A plan for upgrading technology needs to be developed (computers, software, support, etc.) to insure that we meet industry training requirements.
- Continue to demonstrate the value of workforce training to the North Dakota legislature and citizens.

V. Program Strategy

Objectives

In addition to the goals listed in the Executive Summary, the Southeast Workforce Training Board in collaboration with the participants listed below has identified the following objectives or direction for 2005-2007 and beyond:

Moving to the Next Level:

A joint meeting of the task force steering committee and the private sector workforce training advisory committees was held in Bismarck on January 21, 2004. In attendance were: members of the task force steering committee; the chairs and vice chairs (or their representatives) from the four private sector workforce training advisory boards; the college presidents assigned primary responsibility for workforce training, and; the workforce training directors from the four workforce training regions.

The purposes of the meeting were to:

- a. Review the progress in implementing the workforce training system;
- b. Define the next level of workforce training, and;
- c. Determine what needs to be done to move to the next level.

Recommendations:

The following recommendations are designed to move the workforce training system in North Dakota to “level-four.” Level-four is characterized by: (1) extensive strategic partnerships which are mutually beneficial, (2) customized training that is demand-driven, and (3) comprehensive one-stop workforce development and training centers which are recognized as the “go-to” places for training. The specific recommendations are:

1. Continue implementing the WFT system as originally structured and administered and as outlined in the task force plan including the following key components (see WFT plan for details):
 - a. Defined service regions
 - b. Administrative structure
 - c. Funding sources
 - d. Collaboration and cooperation
2. Add a WFT specialist to each of the quadrants to focus on developing and expanding the partnership component of WFT;
3. Develop a common/similar name, brand and logo (and a “promise statement”) for WFT throughout all four WFT quadrants;
4. Develop and implement a marketing plan aimed at increasing awareness regarding the importance of training to business, industry and development organizations along with information on how to access the training services;
5. Review the level of cooperation and collaboration among the colleges, universities and state agencies regarding the delivery of workforce training services. Then, if needed and as appropriate, develop action steps aimed at increasing cooperation and collaboration;
6. Develop plans and begin the process of developing comprehensive one-stop workforce development and workforce training centers at each of the community colleges and outreach centers throughout the respective service regions/quadrants where needed and feasible;

7. Develop position statements (collectively by the private sector workforce training boards) regarding emerging issues including current and anticipated accountability measures relating to workforce training.

Planning and implementation have begun on some of the areas indicated. The four regions met in June, 2004 to begin the discussion process of marketing, brand identification, and logo discussions. The four regions met again in August in conjunction with the All Service Conference. The purpose of the meeting was to receive training specific to “Strategic Sales for Colleges and Universities”.

A statewide web site, “trainND.com” has been developed providing greater awareness and easier access to workforce training information. From this page, individuals looking for information are only “one click away” from finding all of the direct contact information for any of the four regions of Workforce Training. One more click will either access a specific home page of one of the regions, or provide direct email contact to a Workforce Training representative.

A statewide Workforce Training display unit has been created, a Workforce Training “identifier” (logo/banner) as well as a promise statement. All 4 regions continue to develop and deliver brochures and other documents containing this information creating increased awareness and the understanding that we are a “statewide system”.

The four regions are also investigating the implementation of a single phone number that will provide direct access to the Workforce Training office appropriate to the location the call is being generated from. Again, our goal is awareness, ease, and accessibility.

Southeast Region Advisory Board recommendations are requested and offered at each Advisory Board meeting. The workforce training representatives in the Southeast Region are very conscientious and dedicated in their efforts to address these recommendations. Examples of specific recommendations follow:

1. Provide more programs for a wider assortment of businesses
2. Locate more profitable niches ... short or long term
3. Market more quality standards training such as ISO 14,000, ISO 9000, 6 SIGMA
4. Be nimble enough to take advantage of training deficiencies as they arise and for as long as necessary
5. Provide periodic continuing education programs required by constituents such as general contractors and builders, realtors, attorneys, healthcare workers, etc.
6. Provide one-time workshops with expert speakers ... seek sponsorship
7. Develop affiliations with vendors that supply North Dakota manufacturers with various software but specifically ERP (Enterprise Resource Planning) software
8. EPA standards and OSHA standards training for manufacturers and construction developers
9. Business development training ... how to start a business and create a business plan
10. Partnering with SCORE and SBDC may generate mutual clients

Many of these efforts are more easily offered in major population centers such as Fargo. We must continue to research methods of delivering these types of offerings in a cost effective manner to the less populated rural regions.

VI. Budget

Financial History/Projection Spreadsheets

The projected financial plan for workforce training in the region is provided in the following section. Specifically, a revenue expenditure plan is provided which summarizes the total revenues and expenditures for the Skills and Technology Training Center, the Workforce Training related departments of NDSCS and the state appropriated Workforce Training funds. This spreadsheet documents the budgets for the previous two fiscal years as well as the budgets for the next two fiscal years. The state will receive the same level of funding that it was provided last year. For the entire biennium, the Southeast Region will receive 40.11% of the total Workforce Training appropriation of \$1,350,000 which translates to \$541,522. One half of that amount (\$270,761) was budgeted for FY 06 while the remainder has been budgeted for FY 07. Although funding for WFT will remain stable, there will still be financial challenges, as staffing costs will be rising. The funding for these additional costs must be covered from other sources, most likely the direct revenues received from training activities.

Southeast North Dakota Workforce Training

Revenue Expenditure Plan

	FY04		FY05		FY06		FY07	
Revenues	Budget		Budget		Budget		Budget	
Direct Training Revenues	\$ 1,226,345	79%	\$ 1,307,823	80%	\$ 1,664,154	85%	\$ 1,797,278	86%
Community/Regional Funds		0%	6,000	0%		0%		0%
Institutional & Consortium Funds	\$ 43,000	3%	\$ 47,000	3%	\$ 18,200	1%	\$ 18,200	1%
Grant Funding	\$ 4,000	0%	\$ 3,000	0%	\$ 2,000	0%	\$ 2,000	0%
State General Fund	\$ 269,268	17%	\$ 269,268	16%	\$ 270,761	14%	\$ 270,761	13%
Total Revenues	\$ 1,542,613	100%	\$ 1,633,091	100%	\$ 1,955,115	100%	\$ 2,088,239	100%
Expenditures								
Total Direct Training Expenditures	\$ 491,186		\$ 517,975		\$ 536,272		\$ 560,249	
Gross Margin On Training	\$ 735,159	60%	\$ 789,848	60%	\$ 1,127,882	68%	\$ 1,237,029	69%
Outreach & Coordination Expenses								
Salaries/ Wages/Benefits		<i>FTE</i>		<i>FTE</i>		<i>FTE</i>		<i>FTE</i>
Training Director(s)	\$ 130,376	1.60	\$ 133,037	1.60	\$ 138,505	1.60	\$ 144,169	1.60
Trainers/Coordinators/Managers	401,684	7.35	446,688	8.01	547,237	9.85	639,050	11.10
Support Staff	77,135	3.18	150,457	4.24	185,905	4.74	210,641	5.24
Total Salaries/Wages/Benefits	\$ 609,195	12.13	\$ 730,182	13.85	\$ 871,647	16.19	\$ 993,860	17.94
Marketing	\$ 48,019		\$ 41,021		\$ 43,710		\$ 48,081	
Travel	14,536		34,359		10,251		11,276	
Office/Prof Develop	49,674		174,782		98,246		108,070	
Other including new initiatives	277,243		206,140		298,544		234,910	
Total Operational Expenses	\$ 389,472		\$ 456,302		\$ 450,751		\$ 402,337	
Total Expenditures	\$ 1,489,853		\$ 1,704,459		\$ 1,858,670		\$ 1,956,446	
Net Result For Future Investments	\$ 52,760		\$ (71,368)		\$ 96,445		\$ 131,793	

VII. Quarterly Review and Evaluation Schedule

Budget to Actual Comparisons

Quarterly reports (July – September, October – December, January – March, April – June) will be prepared for the Workforce Training Board and others which will document our progress in meeting our budget projections.

Performance Measures

Specific performance measures to be used for assessing and evaluating workforce training activities, as provided by the State-wide Task Force on Workforce Development and Training and by the Southeast Workforce Training Board, are as follows:

- a. Number and percent of businesses in the region receiving training.
- b. Number and percent of businesses requesting repeat or additional training.
- c. Levels of satisfaction with training events with results provided by employers and employees receiving training.
- d. Levels of satisfaction with responsiveness of workforce training staff/unit.
- e. Number of referrals for training and results of those referrals.
- f. Revenue generated from training fees.

A quarterly performance measure report will be prepared and presented to the Workforce Training Board and others which will document progress on these items.

To better track the above performance measures, data is, and will be collected, on the following items:

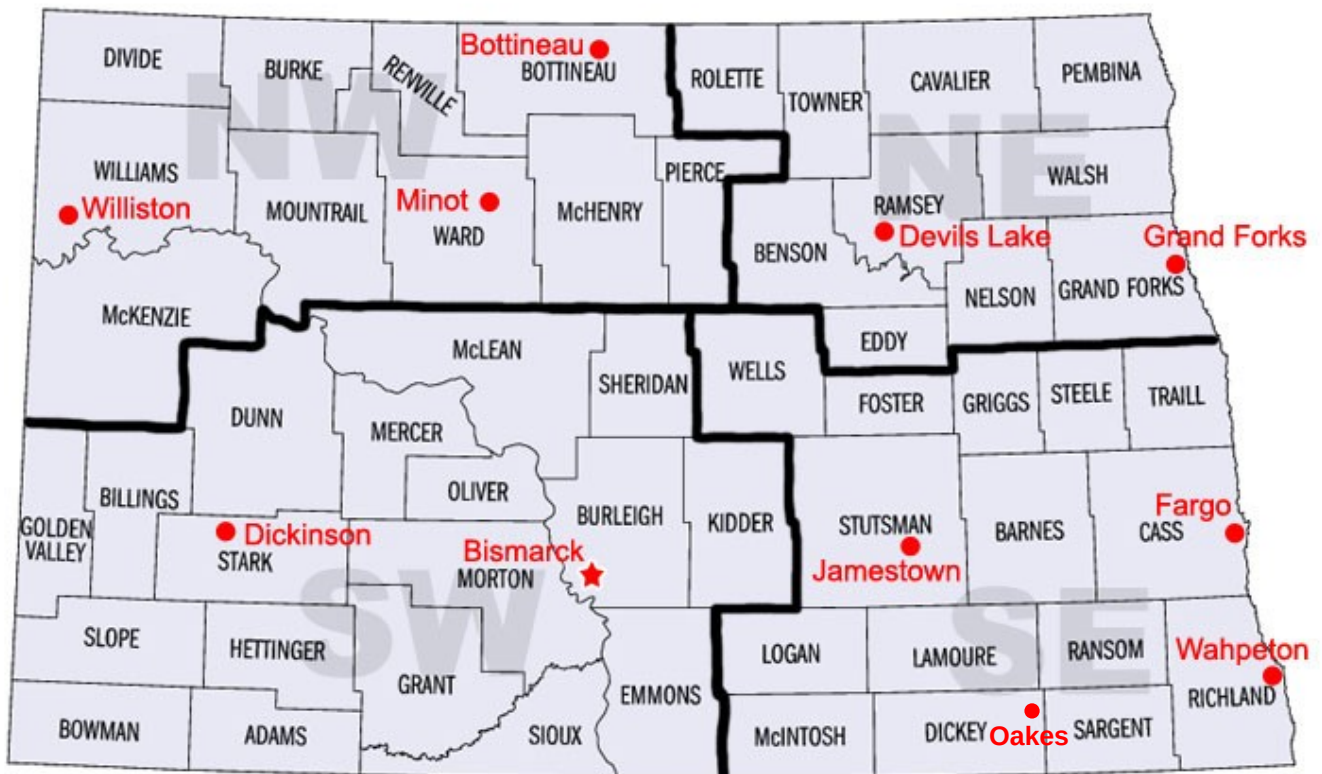
- Company name.
- Location of training event.
- Date of training.
- Course title.
- Length of training.
- Number of training events.
- Number of participants.
- Total contact hours.
- Gross revenue.
- NAICS Code.
- Overall evaluation ratings of client.
- Overall evaluation rating of participants.
- Numbers of primary sector companies contacted.
- Numbers of primary sector companies contracting training.
- Training referrals and results.

APPENDIX “A”

Map of Workforce Training Regions

Map of Workforce Training Regions

The Southeast Region is comprised of State Planning Regions 5 and 6



Each of the cities shown is either a formal delivery site, Workforce Training office location, or both.

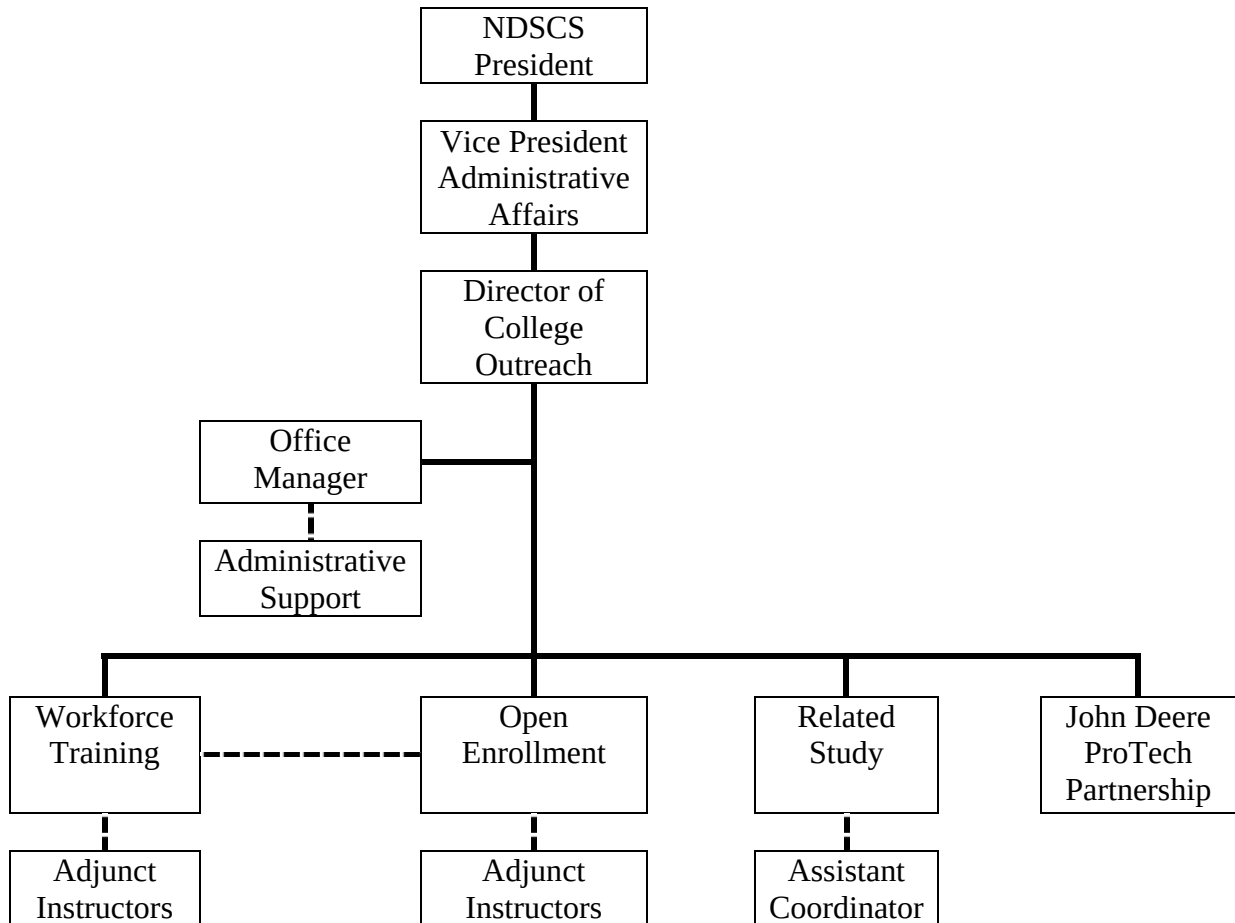
APPENDIX “B”

Organizational Charts

Organizational Chart

NDSCS

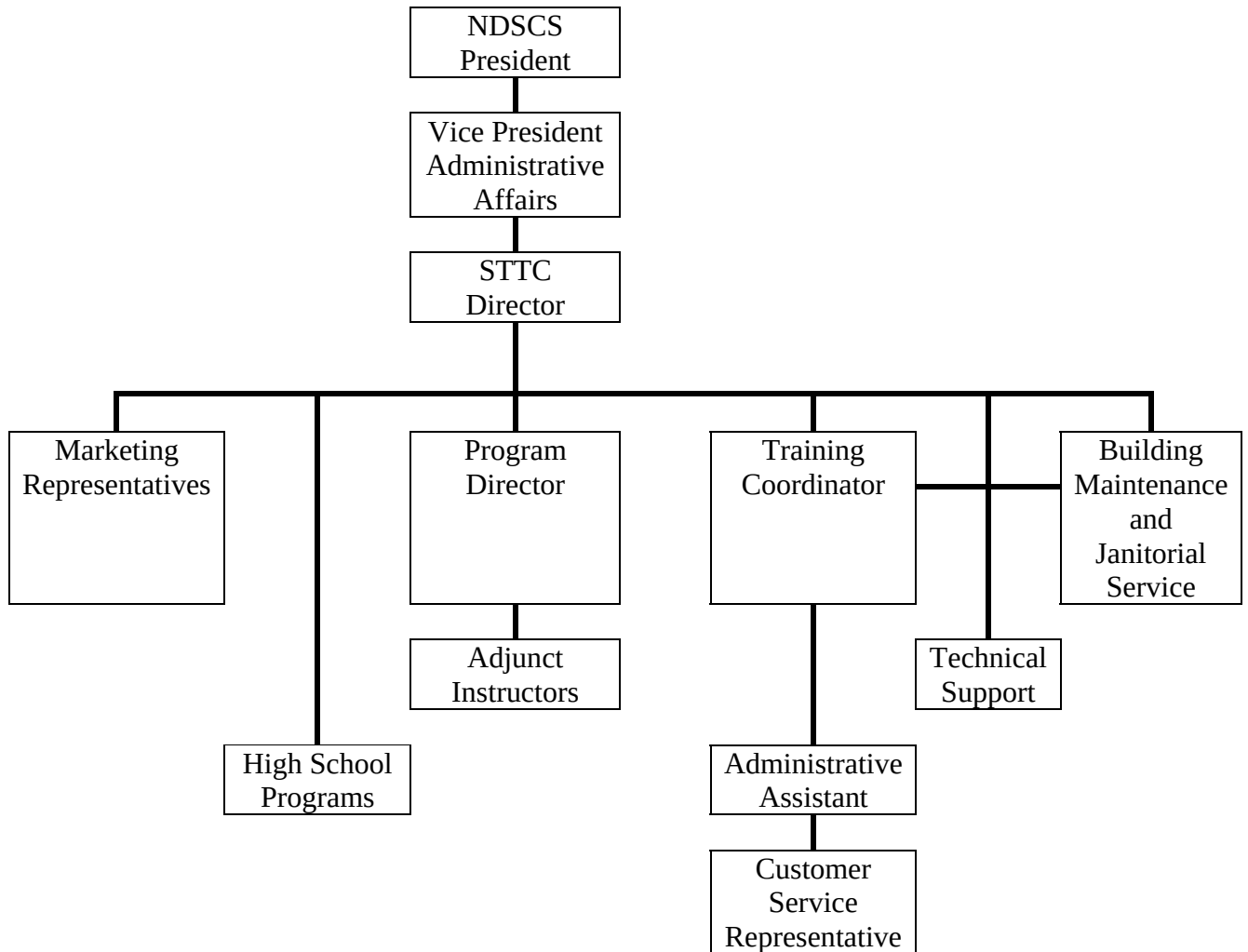
College Outreach Division



Organizational Chart

NDSCS

Skills and Technology Training Center



APPENDIX “C”

Workforce Training Advisory Board Roles

**State Board of Higher Education (SBHE) defines role for Workforce Training Boards
(North Dakota University System (NDUS) Board Meeting, June 17, 1999)**

Several revisions and amendments to SBHE policy were approved at the June Board meeting to pave the way for implementation of the new workforce training legislation.

HB 1443 provided the legislation and funding mechanism to create four workforce training regions in the state and assigned primary responsibility for workforce training to Williston State College (WSC), Lake Region State College (LRSC), North Dakota State College of Science (NDSCS) and Bismarck State College (BSC).

The provisions establish the workforce training boards and enumerate their duties and responsibilities. The local workforce training boards are subject to SBHE policy.

The presidents of WSC, LRSC, NDSCS and BSC will establish a division or other unit within the college to serve the workforce needs of business and industry, to serve as a broker in arranging the delivery of training and to develop partnerships with business and industry and other training providers.

The presidents will also appoint a workforce training board that consists of representatives from business, labor and industries located within the institution's workforce training service region. Each board consists of between seven and 15 members.

The primary responsibility of the advisory boards is to:

- A.** Make recommendations concerning priorities of the workforce training units;
- B.** Assist in identifying skill shortages and workforce training needs;
- C.** Provide input for preparation of an annual business plan;
- D.** Make recommendations for funding the business plan;
- E.** Provide connection between institutions and business, labor, and industry associations and organizations;
- F.** Assist with establishing strong and effective partnerships with other NDUS institutions and all other related colleges, organizations and agencies;
- G.** Provide fund-raising support, when necessary to achieve the goals set forth in the business plan for the workforce training region;
- H.** Assist the College Technical Education Council with the development of performance measurements for workforce training;
- I.** Serve as an advocate for workforce training; and
- J.** Assist with preparation or review of annual workforce training reports

The amendments also change the WSC and LRSC institution names in SBHE policy.

NOTE: Bullet "G" previously stated: "Provide fund-raising support to meet local workforce training funding needs"

APPENDIX “D”

Workforce Training Advisory Board Members

Southeast ND Workforce Training Board

Ms	Shawn	Erickson	Case New Holland 701-293-4431	PO Box 6006 shawn.erickson@cnh.com	Fargo, ND	58103
Mr	Jim	Johnson	US Bank Corp Service Ctr Inc 701-461-0100	4325 17th Ave SW jamesm.johnson@usbank.com	Fargo, ND	58103
Mr	Jim	Roers	Roers Construction Inc 701-282-6413	4445 2nd Ave SW jroers@roersinc.com	Fargo, ND	58103
Mr	Thomas	Shorma	WCCO Belting 701-642-8787	1998 9th St N tdshorma@wccobelt.com	Wahpeton, ND	58075
Mr	Marty	Aas	Job Service North Dakota 701-239-7300	1350 32nd St S maas@state.nd.us	Fargo, ND	58103
Mr	Lee A	Kaldor	ComMark, Inc 701-788-4670 or 4639	330 3rd St NE lee.kaldor@commark.com	Mayville, ND	58257
Mr	Dan	Hoefs	Cross Country Courier 701-282-7551	1430 41st St NW danh@crosscountrycourier.com	Fargo, ND	58102
Mr	Keith	Hovland	John Deere Seeding Group 701-845-1195	1725 7th St SE hovlandkeithe@johndeere.com	Valley City, ND	58072
Ms	Marilee	Tischer	Imation Corp 701-671-7634	2100 15th St N matischer@imation.com	Wahpeton, ND	58075
Ms	Kim	Lunde	Glenmac Inc 800-437-9779	PO Box 2135 kim@glenmac.com	Jamestown, ND	58401
Mr	Mark	Wolter	Magnum Logistics 800-615-9398	PO Box 2023 mwolter@magnumlog.com	Fargo, ND	58107
Mr	Dave	Ekman	Multiband 701-281-5300	PO Box 9355 dave.ekman@corptech.net	Fargo, ND	58106
Mr	Greg	Allen	Cavendish Farms 701-252-5222	5855 3rd St SE allen.greg@cavendishfarms.com	Jamestown, ND	58401

APPENDIX “E”

Staff Directory

North Dakota State College of Science

College Outreach Division and Skills & Technology Training Center

Dale Knutson, Director of College Outreach	671-2106
Donna Meyer, Office Manager	671-2206
Michelle Shereck, Administrative Support	671-2181

Mel Olson, Director of Skills & Technology Training Center	231-6929
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WORKFORCE TRAINING

Dale Knutson, Workforce Training Director	671-2106
Carol Meehan, Program Director	671-2802
Larry Stanko, Training and Projects Coordinator	671-2407
Teri Gullickson, Training and Projects Coordinator, Jamestown Office	252-6861
Karla Hoelscher, Training and Projects Assistant, Oakes Office	742-2546
Ron Pfaff, Welding Trainer and Coordinator	671-2721

RELATED STUDY

Russ Karlgaard, Coordinator	671-2177
Jan Judisch, Assistant Coordinator	671-2787
Delores Blazek, Assistant	671-2420

CONNECTIONS (Open Enrollment)

Carol Meehan, Coordinator	671-2802
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JOHN DEERE PRO TECH

Stewart Opland, Instructor/Coordinator	671-2426
John Peterson, Instructor	671-2234

SKILLS & TECHNOLOGY TRAINING CENTER, Fargo

Mel Olson, Director	231-6929
Mary Beth Burns, Program Director	231-6913
Jane Cornell, Administrative Support	231-6915
Kyle Davison, Tech Prep Coordinator	231-6901
Chris Feickert, Marketing Representative	231-6911
Tom Hafliger, Welding Instructor	231-6902
Rita Hamen, Training Coordinator	231-6910
Deb Herman, Administrative Support	231-6934
Janie Hulett, Director of Skills Development Project	231-6918
Allen Krueger, Marketing Representative	231-6931
Lee Larson, College Welding	231-6932
Susan McDonald, Marketing Representative	231-6914
Leah Martell, Healthcare Coordinator & Trainer	231-6926
Dan Newland, Information Technology Manager	231-6907
Jan Rudisel, Health training Representative	231-6906

APPENDIX “F”

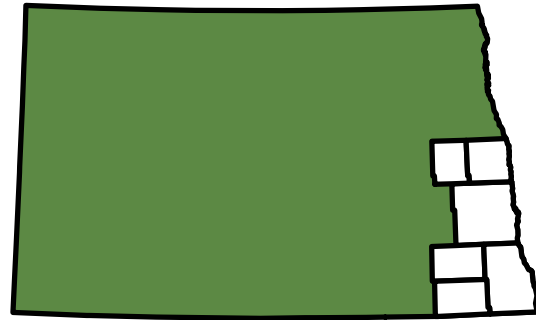
Employment and Wages by Industry

The graphical data in this section is available for all Regions at the web address below.
Simply click on the Region of your choice

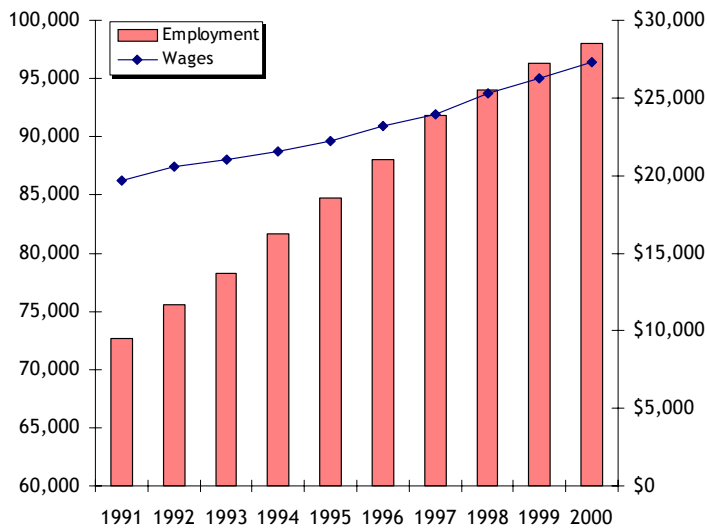
http://www.state.nd.us/jsnd/docs/lmi/annual/Regional_Review.htm

Region 5

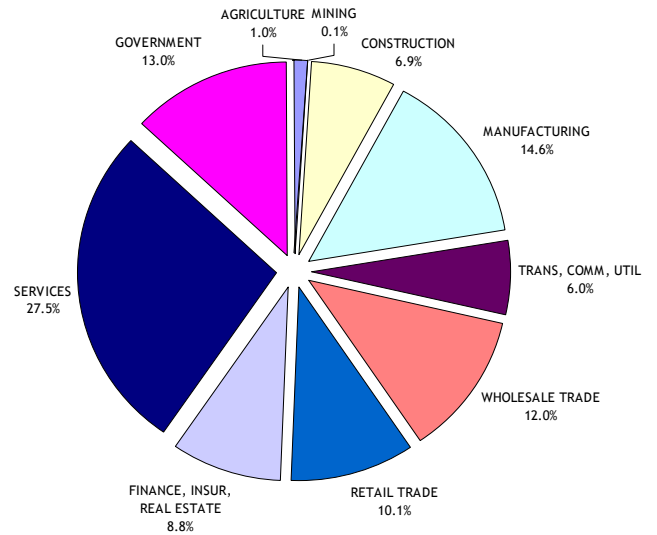
Cass Ransom
Richland Sargent
Steele Traill



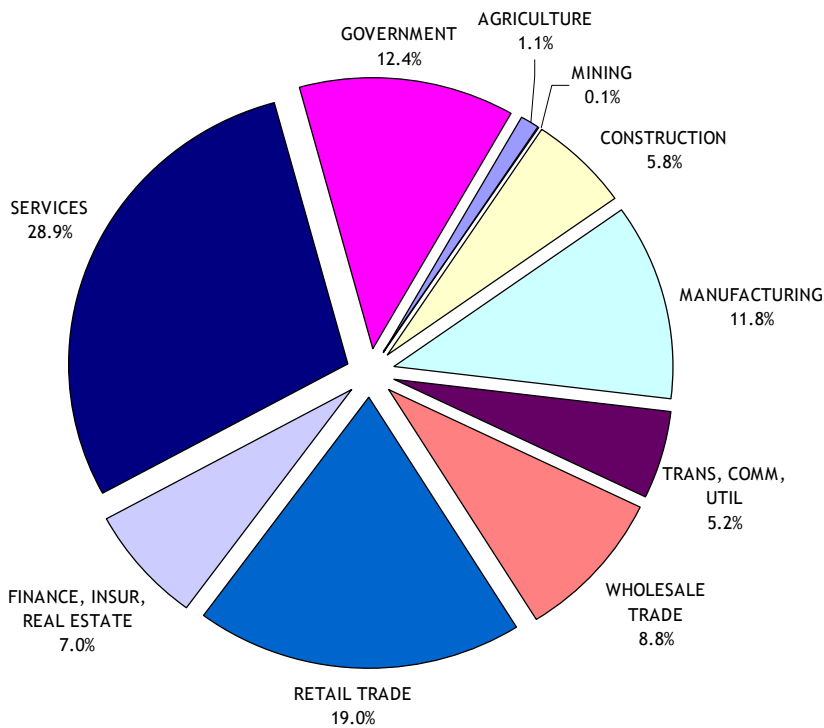
Region 5 Average Employment & Wages



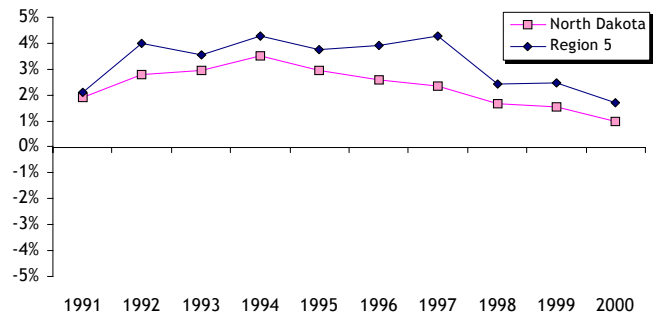
Region 5 Wages by Industry



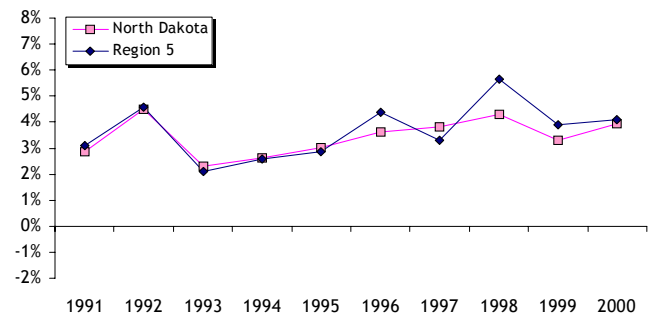
Region 5 Employment by Industry



Annual Average Employment Change



Annual Average Wage Change



This table contains data on covered employment and wages from the ES-202 report.

www.Jobsnd.com 2003 data is the most current available

Employment & Wages, Covered – Region 5

Year	Area	Industry	# of Firms	Ann Ave Employment	Total Ann Wages	Ann Ave Wages
2003	Cass	Agriculture, Forestry, Fishing & Hunting	44	249	10,310,073	41,406
2003	Cass	Mining/Utilities	9	204	12,469,907	61,127
2003	Cass	Construction	620	5,148	181,354,046	35,228
2003	Cass	Manufacturing	203	7,400	253,946,190	34,317
2003	Cass	Wholesale Trade	687	6,149	263,622,969	42,872
2003	Cass	Retail Trade	657	11,427	239,431,192	20,953
2003	Cass	Transportation & Warehousing	231	2,785	84,275,357	30,260
2003	Cass	Information	82	3,092	143,963,202	46,560
2003	Cass	Finance & Insurance	412	5,816	246,871,733	42,447
2003	Cass	Real Estate & Rental & Leasing	210	1,426	32,154,458	22,549
2003	Cass	Professional & Technical Services	438	3,518	143,797,685	40,875
2003	Cass	Management of Companies	35	1,642	64,759,703	39,440
2003	Cass	Admin & Support & Waste Mgmt Services	273	3,674	60,723,186	16,528
2003	Cass	Educational Services	23	201	2,781,178	13,837
2003	Cass	Health Care & Social Assistance	310	10,404	375,399,490	36,082
2003	Cass	Arts, Entertainment, and Recreation	63	1,062	15,911,350	14,982
2003	Cass	Accommodation & Food Services	316	7,951	86,448,267	10,873
2003	Cass	Other Services	385	3,345	65,073,201	19,454
2003	Cass	Total Private Ownership	4,998	75,493	2,283,293,187	30,245
2003	Cass	Federal Government	46	2,140	98,388,003	45,976
2003	Cass	State Government	20	2,961	103,985,604	35,118
2003	Cass	Local Government	52	4,580	137,846,766	30,098
2003	Cass	Total Government	118	9,681	340,220,373	35,143
2003	Cass	Grand Total	5,116	85,174	2,623,513,560	30,802
2003	Ransom	Agriculture, Forestry, Fishing & Hunting	5	30	605,001	20,167
2003	Ransom	Utilities/Construction	20	64	2,053,386	32,084
2003	Ransom	Manufacturing	9	253	7,454,366	29,464
2003	Ransom	Wholesale Trade	11	126	6,307,765	50,062
2003	Ransom	Retail Trade	35	293	4,431,120	15,123
2003	Ransom	Transportation & Warehousing	10	19	489,801	25,779
2003	Ransom	Information	4	29	756,350	26,081
2003	Ransom	Finance & Insurance	14	52	1,608,372	30,930
2003	Ransom	Real Estate & Rental & Leasing	6	5	107,541	21,508
2003	Ransom	Professional & Technical Services	13	44	782,564	17,786
2003	Ransom	Admin & Support & Waste Mgmt Services	5	12	259,738	21,645
2003	Ransom	Health Care & Social Assistance	24	347	7,908,356	22,791
2003	Ransom	Arts, Entertainment, and Recreation	6	18	166,910	9,273
2003	Ransom	Accommodation & Food Services	21	143	1,014,094	7,092

2003	Ransom	Other Services	17	77	867,909	11,272
2003	Ransom	Total Private Ownership	200	1,512	34,813,273	23,025
2003	Ransom	Federal Government	6	47	1,562,970	33,255
2003	Ransom	State Government	6	151	2,862,330	18,956
2003	Ransom	Local Government	15	280	5,567,082	19,882
2003	Ransom	Total Government	27	478	9,992,382	20,905
2003	Ransom	Grand Total	227	1,990	44,805,655	22,515
2003	Richland	Agriculture, Forestry, Fishing & Hunting	21	171	5,106,160	29,861
2003	Richland	Mining/Utilities	4	78	3,800,289	48,722
2003	Richland	Construction	82	374	9,521,096	25,457
2003	Richland	Manufacturing	36	2,101	80,147,459	38,147
2003	Richland	Wholesale Trade	59	378	11,165,296	29,538
2003	Richland	Retail Trade	71	669	12,042,157	18,000
2003	Richland	Transportation & Warehousing	30	263	7,782,499	29,591
2003	Richland	Information	10	83	2,194,236	26,437
2003	Richland	Finance & Insurance	33	169	5,707,004	33,769
2003	Richland	Real Estate & Rental & Leasing	12	56	925,241	16,522
2003	Richland	Prof & Tech Services/Mgmt of Companies	31	151	5,420,663	35,898
2003	Richland	Admin & Support & Waste Mgmt Services	19	343	7,273,572	21,206
2003	Richland	Educational/Health Care & Social Asst	31	680	14,036,977	20,643
2003	Richland	Arts, Entertainment, and Recreation	11	65	596,113	9,171
2003	Richland	Accommodation & Food Services	46	420	3,100,894	7,383
2003	Richland	Other Services	32	156	2,145,435	13,753
2003	Richland	Total Private Ownership	528	6,157	170,965,091	27,768
2003	Richland	Federal Government	5	83	2,664,748	32,105
2003	Richland	State Government	7	502	13,753,038	27,396
2003	Richland	Local Government	38	1,479	32,979,802	22,299
2003	Richland	Total Government	50	2,064	49,397,588	23,933
2003	Richland	Grand Total	578	8,221	220,362,679	26,805
2003	Sargent	Agriculture/Mining	8	92	2,313,301	25,145
2003	Sargent	Utilities/Construction	14	79	2,287,877	28,960
2003	Sargent	Manuf/Wholesale/Retail Trade/Transport	54	1,535	74,792,285	48,725
2003	Sargent	Information/Finance & Insurance	15	61	1,694,379	27,777
2003	Sargent	Real Est & Rent & Lease/Prof/Waste Mgmt	16	39	995,564	25,527
2003	Sargent	Health & Soc Asst/Entertain/Accom & Food	24	137	1,396,526	10,194
2003	Sargent	Other Services	11	52	421,636	8,108
2003	Sargent	Total Private Ownership	142	1,995	83,901,568	42,056
2003	Sargent	Federal Government	4	54	1,613,248	29,875
2003	Sargent	State Government	3	8	155,209	19,401
2003	Sargent	Local Government	20	227	4,366,305	19,235

2003	Sargent	Total Government	27	289	6,134,762	21,228
2003	Sargent	Grand Total	169	2,284	90,036,330	39,420
2003	Steele	Agriculture, Forestry, Fishing & Hunting	7	30	693,619	23,121
2003	Steele	Utilities/Construction	8	53	1,727,574	32,596
2003	Steele	Manufacturing	5	84	1,961,984	23,357
2003	Steele	Wholesale Trade	7	44	1,634,337	37,144
2003	Steele	Retail Trade/Transportation&Warehousing	10	77	1,420,040	18,442
2003	Steele	Information/Finance & Insurance	8	44	1,320,326	30,007
2003	Steele	Real Est & Rent & Lease/Prof/Waste Mgmt	7	17	297,278	17,487
2003	Steele	Accommodation & Food Services	9	35	177,864	5,082
2003	Steele	Other Services	10	12	146,678	12,223
2003	Steele	Total Private Ownership	71	396	9,379,700	23,686
2003	Steele	Federal Government	4	21	752,547	35,836
2003	Steele	State Government	3	3	47,086	15,695
2003	Steele	Local Government	11	116	2,338,494	20,159
2003	Steele	Total Government	18	140	3,138,127	22,415
2003	Steele	Grand Total	89	536	12,517,827	23,354
2003	Traill	Agriculture, Forestry, Fishing & Hunting	33	166	4,699,586	28,311
2003	Traill	Mining/Utilities	3	17	451,624	26,566
2003	Traill	Construction	29	82	2,004,464	24,445
2003	Traill	Manufacturing/Wholesale Trade	50	582	21,626,001	37,158
2003	Traill	Retail Trade	41	250	4,285,290	17,141
2003	Traill	Transportation & Warehousing	17	100	3,236,802	32,368
2003	Traill	Information	6	26	411,328	15,820
2003	Traill	Finance & Insurance	24	125	3,996,388	31,971
2003	Traill	Real Estate & Rental & Leasing	9	17	218,602	12,859
2003	Traill	Professional & Technical Services	13	49	1,401,324	28,598
2003	Traill	Admin & Support & Waste Mgmt Services	3	9	58,045	6,449
2003	Traill	Educational/Health Care & Social Asst	17	566	11,573,463	20,448
2003	Traill	Arts, Entertainment, and Recreation	4	30	164,729	5,491
2003	Traill	Accommodation & Food Services	32	267	1,766,055	6,614
2003	Traill	Other Services	20	78	1,017,606	13,046
2003	Traill	Total Private Ownership	301	2,364	56,911,307	24,074
2003	Traill	Federal Government	4	49	1,479,810	30,200
2003	Traill	State Government	5	189	4,839,622	25,606
2003	Traill	Local Government	22	376	9,894,657	26,316
2003	Traill	Total Government	31	614	16,214,089	26,407
2003	Traill	Grand Total	332	2,978	73,125,396	24,555
2003	Planning Region 5	Agriculture, Forestry, Fishing & Hunting	116	716	23,100,484	32,263
2003	Planning Region 5	Mining	5	62	1,897,618	30,607

2003	Planning Region 5	Utilities	16	292	16,935,570	57,999
2003	Planning Region 5	Construction	768	5,765	197,464,331	34,252
2003	Planning Region 5	Manufacturing	272	11,487	424,850,408	36,985
2003	Planning Region 5	Wholesale Trade	819	7,048	296,006,375	41,999
2003	Planning Region 5	Retail Trade	828	12,801	262,538,274	20,509
2003	Planning Region 5	Transportation & Warehousing	303	3,199	96,657,853	30,215
2003	Planning Region 5	Information	104	3,237	147,432,348	45,546
2003	Planning Region 5	Finance & Insurance	502	6,259	261,090,970	41,714
2003	Planning Region 5	Real Estate & Rental & Leasing	243	1,513	33,508,804	22,147
2003	Planning Region 5	Professional & Technical Services	507	3,778	151,163,891	40,012
2003	Planning Region 5	Management of Companies	36	1,650	65,562,679	39,735
2003	Planning Region 5	Admin & Support & Waste Mgmt Services	305	4,059	68,939,790	16,984
2003	Planning Region 5	Educational Services	26	216	2,830,007	13,102
2003	Planning Region 5	Health Care & Social Assistance	386	12,038	409,780,200	34,041
2003	Planning Region 5	Arts, Entertainment, and Recreation	85	1,179	16,866,176	14,305
2003	Planning Region 5	Accommodation & Food Services	440	8,893	92,965,883	10,454
2003	Planning Region 5	Other Services	477	3,725	69,672,465	18,704
2003	Planning Region 5	Total Private Ownership	6,238	87,917	2,639,264,126	30,020
2003	Planning Region 5	Federal Government	70	2,393	106,461,326	44,489
2003	Planning Region 5	State Government	44	3,813	125,642,889	32,951
2003	Planning Region 5	Local Government	159	7,060	192,993,106	27,336
2003	Planning Region 5	Total Government	273	13,266	425,097,321	32,044
2003	Planning Region 5	Grand Total	6,511	101,183	3,064,361,447	30,285

Footnotes:

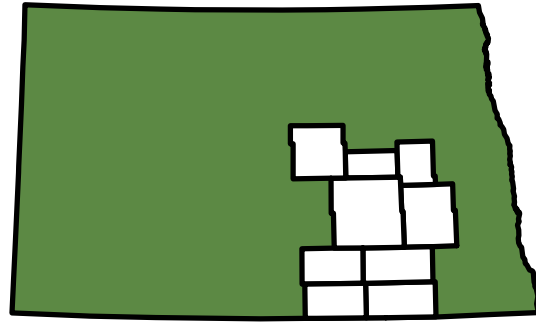
Due to confidentiality, the sum of counties may not equal Planning Region or Statewide.

Starting in 2003, the number of firms is now an annual average number of firms instead of the number of firms active in the first quarter during the respective year as previously reported.

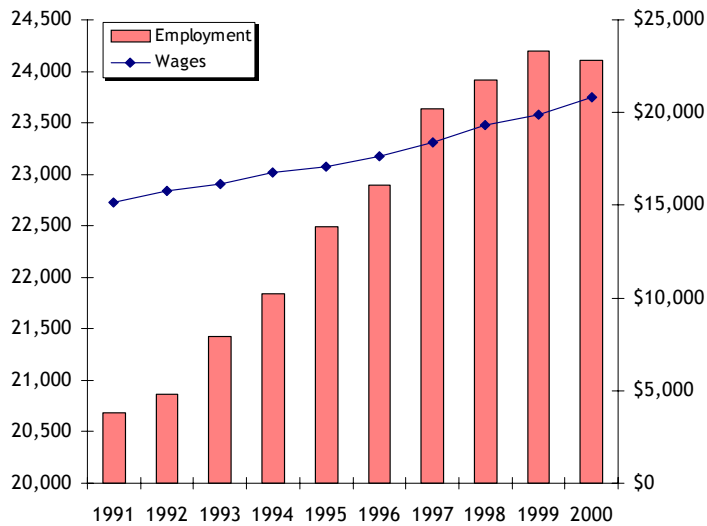
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Region 6

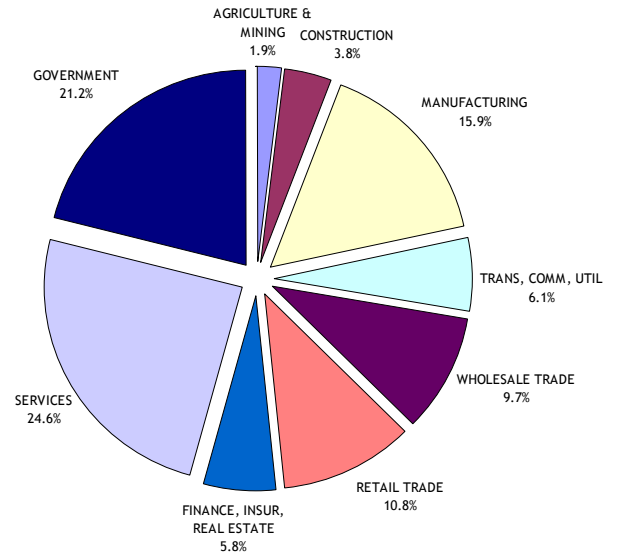
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 Foster Griggs
 Lamoure Logan
 McIntosh Stutsman
 Wells



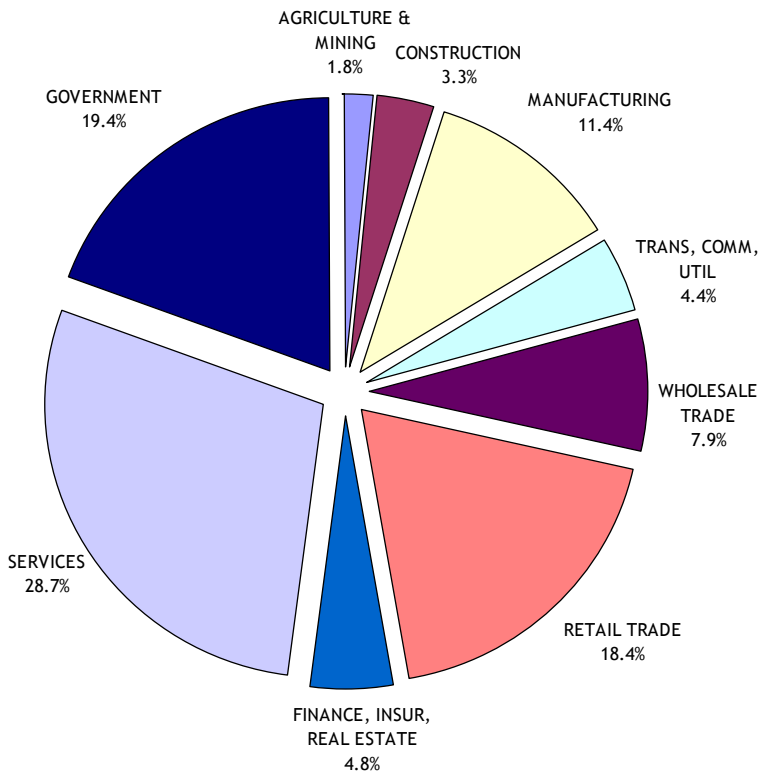
Region 6 Average Employment & Wages



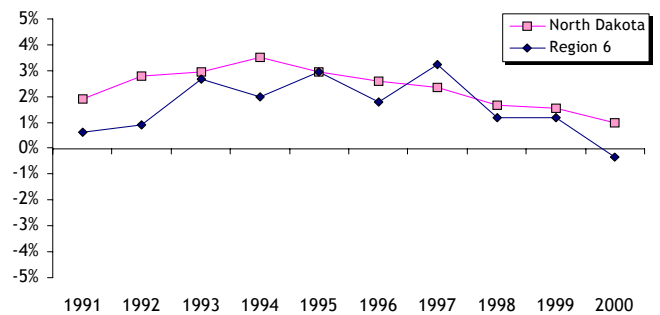
Region 6 Wages by Industry



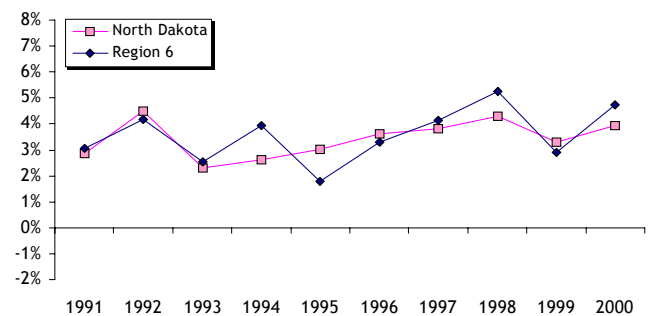
Region 6 Employment by Industry



Annual Average Employment Change



Annual Average Wage Change



This table contains data on covered employment and wages from the ES-202 report.

www.Jobsnd.com

2003 data is the most current available

Employment & Wages, Covered – Region 6

Year	Area	Industry	# of Firms	Ann Ave Employment	Total Ann Wages	Ann Ave Wages
2003	Barnes	Agriculture, Forestry, Fishing & Hunting	6	14	323,762	23,126
2003	Barnes	Mining/Utilities	4	13	653,206	50,247
2003	Barnes	Construction	47	277	7,641,623	27,587
2003	Barnes	Manufacturing	15	501	13,427,650	26,802
2003	Barnes	Wholesale Trade	45	250	8,413,542	33,654
2003	Barnes	Retail Trade	58	494	8,084,720	16,366
2003	Barnes	Transportation & Warehousing	21	90	2,482,461	27,583
2003	Barnes	Information	7	69	1,458,446	21,137
2003	Barnes	Finance & Insurance/Real Estate	34	194	6,418,574	33,085
2003	Barnes	Professional & Technical Services	17	82	2,360,230	28,783
2003	Barnes	Admin & Support & Waste Mgmt Services	16	67	717,176	10,704
2003	Barnes	Educational/Health Care & Social Asst	27	831	17,215,476	20,717
2003	Barnes	Entertainment/Accom & Food	48	474	3,375,262	7,121
2003	Barnes	Other Services	29	173	2,183,686	12,622
2003	Barnes	Total Private Ownership	374	3,529	74,755,814	21,183
2003	Barnes	Federal Government	8	95	3,267,826	34,398
2003	Barnes	State Government	8	276	7,902,640	28,633
2003	Barnes	Local Government	24	557	13,360,115	23,986
2003	Barnes	Total Government	40	928	24,530,581	26,434
2003	Barnes	Grand Total	414	4,457	99,286,395	22,277
2003	Dickey	Agriculture, Forestry, Fishing & Hunting	9	60	1,252,487	20,875
2003	Dickey	Utilities/Construction	23	60	1,730,436	28,841
2003	Dickey	Manufacturing	11	243	7,317,572	30,113
2003	Dickey	Wholesale Trade	19	138	4,184,781	30,325
2003	Dickey	Retail Trade	37	243	3,700,449	15,228
2003	Dickey	Transportation & Warehousing	10	25	471,366	18,855
2003	Dickey	Information/Finance & Insurance	15	105	3,333,534	31,748
2003	Dickey	Real Estate & Rental & Leasing	3	3	19,736	6,579
2003	Dickey	Prof & Tech/Admin & Waste Mgmt Ser	17	83	1,263,540	15,223
2003	Dickey	Health Care & Social Assistance	22	396	9,732,087	24,576
2003	Dickey	Arts, Entertainment, and Recreation	5	15	117,453	7,830
2003	Dickey	Accommodation & Food Services	20	140	869,940	6,214
2003	Dickey	Other Services	17	55	650,710	11,831
2003	Dickey	Total Private Ownership	208	1,566	34,644,091	22,123
2003	Dickey	Federal Government	5	34	1,012,180	29,770
2003	Dickey	State Government	6	17	558,706	32,865
2003	Dickey	Local Government	12	269	5,112,786	19,007
2003	Dickey	Total Government	23	320	6,683,672	20,886
2003	Dickey	Grand Total	231	1,886	41,327,763	21,913

2003	Foster	Agriculture, Forestry, Fishing & Hunting	5	25	574,778	22,991
2003	Foster	Utilities/Construction	25	93	2,623,217	28,207
2003	Foster	Manufacturing/Wholesale Trade	29	432	13,301,487	30,790
2003	Foster	Retail Trade	25	224	3,943,789	17,606
2003	Foster	Transportation & Warehousing	6	17	462,347	27,197
2003	Foster	Information	3	50	1,793,694	35,874
2003	Foster	Finance & Insurance	10	49	1,606,933	32,795
2003	Foster	Real Estate & Rental & Leasing	5	5	17,750	3,550
2003	Foster	Professional & Technical Services	9	19	756,707	39,827
2003	Foster	Health Care & Social Assistance	10	259	6,680,755	25,794
2003	Foster	Entertainment/Accom & Food	15	149	1,108,534	7,440
2003	Foster	Other Services	13	36	675,877	18,774
2003	Foster	Total Private Ownership	155	1,358	33,545,868	24,702
2003	Foster	Federal Government	5	29	876,598	30,228
2003	Foster	State Government	5	40	1,052,488	26,312
2003	Foster	Local Government	9	187	4,706,639	25,169
2003	Foster	Total Government	19	256	6,635,725	25,921
2003	Foster	Grand Total	174	1,614	40,181,593	24,896
2003	Griggs	Agriculture/Mining/Construction	9	30	657,570	21,919
2003	Griggs	Manufacturing	3	101	2,782,844	27,553
2003	Griggs	Wholesale Trade	8	40	1,408,001	35,200
2003	Griggs	Retail Trade	14	87	1,424,229	16,370
2003	Griggs	Transportation & Warehousing	9	7	162,143	23,163
2003	Griggs	Information	4	27	738,674	27,358
2003	Griggs	Finance & Insurance	7	33	1,139,707	34,537
2003	Griggs	Real Estate & Rental & Leasing	7	7	35,212	5,030
2003	Griggs	Professional & Technical Services	10	69	1,123,228	16,279
2003	Griggs	Waste Mgmt/Health Care & Social Asst	5	240	5,548,859	23,120
2003	Griggs	Arts, Entertainment, and Recreation	4	57	342,766	6,013
2003	Griggs	Accommodation & Food Services	11	65	426,466	6,561
2003	Griggs	Other Services	7	14	175,797	12,557
2003	Griggs	Total Private Ownership	98	777	15,965,496	20,548
2003	Griggs	Federal Government	4	28	797,500	28,482
2003	Griggs	State Government	3	5	153,410	30,682
2003	Griggs	Local Government	8	158	3,518,640	22,270
2003	Griggs	Total Government	15	191	4,469,550	23,401
2003	Griggs	Grand Total	113	968	20,435,046	21,111
2003	LaMoure	Agriculture/Utilities/Construction	18	61	1,877,690	30,782
2003	LaMoure	Manufacturing	7	76	1,502,132	19,765
2003	LaMoure	Wholesale Trade	20	256	6,552,051	25,594
2003	LaMoure	Retail Trade	16	73	950,901	13,026
2003	LaMoure	Transportation & Warehousing	12	40	855,550	21,389
2003	LaMoure	Information	3	31	619,624	19,988
2003	LaMoure	Finance & Insurance/Real Estate	18	99	3,306,563	33,400

2003	LaMoure	Prof & Tech/Admin & Waste Mgmt Ser	4	13	375,130	28,856
2003	LaMoure	Educational/Health Care & Social Asst	10	151	1,983,368	13,135
2003	LaMoure	Entertainment/Accom & Food	20	109	623,866	5,724
2003	LaMoure	Other Services	13	47	972,117	20,683
2003	LaMoure	Total Private Ownership	141	956	19,618,992	20,522
2003	LaMoure	Federal Government	7	50	1,572,699	31,454
2003	LaMoure	State Government	5	10	284,845	28,485
2003	LaMoure	Local Government	21	280	6,263,386	22,369
2003	LaMoure	Total Government	33	340	8,120,930	23,885
2003	LaMoure	Grand Total	174	1,296	27,739,922	21,404
2003	Logan	Agriculture/Utilities	4	9	220,951	24,550
2003	Logan	Construction	7	10	162,829	16,283
2003	Logan	Wholesale Trade	10	107	2,204,097	20,599
2003	Logan	Retail Trade	9	29	537,167	18,523
2003	Logan	Transportation & Warehousing	4	10	48,499	4,850
2003	Logan	Information/Finance & Insurance	8	35	954,556	27,273
2003	Logan	Real Estate/Prof & Tech Services	4	10	176,032	17,603
2003	Logan	Waste Mgmt/Health Care & Social Asst	7	111	1,844,613	16,618
2003	Logan	Accommodation & Food Services	10	47	273,208	5,813
2003	Logan	Other Services	4	16	131,039	8,190
2003	Logan	Total Private Ownership	67	384	6,552,991	17,065
2003	Logan	Federal Government	3	24	672,532	28,022
2003	Logan	State Government	3	7	259,634	37,091
2003	Logan	Local Government	11	122	2,405,247	19,715
2003	Logan	Total Government	17	153	3,337,413	21,813
2003	Logan	Grand Total	84	537	9,890,404	18,418
2003	McIntosh	Agriculture/Utilities/Construction	19	56	1,350,390	24,114
2003	McIntosh	Manufacturing	5	90	1,827,800	20,309
2003	McIntosh	Wholesale Trade	14	95	1,806,496	19,016
2003	McIntosh	Retail Trade	17	107	1,865,985	17,439
2003	McIntosh	Transport/Info/Finance & Insurance	10	90	1,938,754	21,542
2003	McIntosh	Real Estate & Rental & Leasing	3	9	102,187	11,354
2003	McIntosh	Professional & Technical Services	6	15	341,059	22,737
2003	McIntosh	Admin & Support & Waste Mgmt Services	3	3	79,445	26,482
2003	McIntosh	Health Care & Social Assistance	10	403	8,453,933	20,978
2003	McIntosh	Arts, Entertainment, and Recreation	5	20	38,631	1,932
2003	McIntosh	Accommodation & Food Services	12	62	341,243	5,504
2003	McIntosh	Other Services	10	25	344,778	13,791
2003	McIntosh	Total Private Ownership	114	975	18,490,701	18,965
2003	McIntosh	Federal Government	4	29	849,295	29,286
2003	McIntosh	State Government	3	4	156,407	39,102
2003	McIntosh	Local Government	16	173	3,257,408	18,829
2003	McIntosh	Total Government	23	206	4,263,110	20,695
2003	McIntosh	Grand Total	137	1,181	22,753,811	19,267

2003	Stutsman	Agriculture, Forestry, Fishing & Hunting	14	88	1,810,845	20,578
2003	Stutsman	Mining/Utilities	4	47	2,649,169	56,365
2003	Stutsman	Construction	78	286	7,984,439	27,918
2003	Stutsman	Manufacturing	31	1,252	45,877,687	36,644
2003	Stutsman	Wholesale Trade	54	397	12,293,894	30,967
2003	Stutsman	Retail Trade	115	1,311	23,741,302	18,109
2003	Stutsman	Transportation & Warehousing	41	409	13,227,120	32,340
2003	Stutsman	Information	13	172	4,028,728	23,423
2003	Stutsman	Finance & Insurance	50	385	13,839,977	35,948
2003	Stutsman	Real Estate & Rental & Leasing	25	94	1,429,847	15,211
2003	Stutsman	Professional & Technical Services	38	358	11,095,331	30,993
2003	Stutsman	Mgmt of Companies/Waste Mgmt Services	32	272	3,684,154	13,545
2003	Stutsman	Educational Services	4	366	9,180,181	25,082
2003	Stutsman	Health Care & Social Assistance	47	1,269	32,626,159	25,710
2003	Stutsman	Arts, Entertainment, and Recreation	11	62	474,666	7,656
2003	Stutsman	Accommodation & Food Services	57	812	7,409,927	9,126
2003	Stutsman	Other Services	70	568	7,816,069	13,761
2003	Stutsman	Total Private Ownership	684	8,148	199,169,495	24,444
2003	Stutsman	Federal Government	16	254	11,087,997	43,654
2003	Stutsman	State Government	11	634	20,329,417	32,065
2003	Stutsman	Local Government	22	944	23,544,283	24,941
2003	Stutsman	Total Government	49	1,832	54,961,697	30,001
2003	Stutsman	Grand Total	733	9,980	254,131,192	25,464
2003	Wells	Agriculture, Forestry, Fishing & Hunting	6	27	778,748	28,843
2003	Wells	Mining/Utilities/Construction	17	71	2,276,083	32,058
2003	Wells	Manufacturing	8	26	368,118	14,158
2003	Wells	Wholesale Trade	25	208	5,409,847	26,009
2003	Wells	Retail Trade/Transportation&Warehousing	38	221	3,849,895	17,420
2003	Wells	Information	3	20	278,899	13,945
2003	Wells	Finance & Insurance	14	87	2,241,461	25,764
2003	Wells	Real Estate & Rental & Leasing	8	10	56,736	5,674
2003	Wells	Prof & Tech/Admin & Waste Mgmt Ser	15	77	1,131,272	14,692
2003	Wells	Health Care & Social Assistance	13	407	7,940,012	19,509
2003	Wells	Arts, Entertainment, and Recreation	5	13	90,798	6,984
2003	Wells	Accommodation & Food Services	21	123	744,177	6,050
2003	Wells	Other Services	14	50	763,287	15,266
2003	Wells	Total Private Ownership	187	1,340	25,929,333	19,350
2003	Wells	Federal Government	4	40	1,188,337	29,708
2003	Wells	State Government	5	12	337,736	28,145
2003	Wells	Local Government	15	271	5,773,157	21,303
2003	Wells	Total Government	24	323	7,299,230	22,598
2003	Wells	Grand Total	211	1,663	33,228,563	19,981

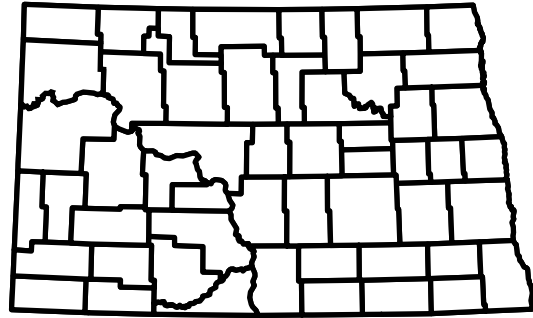
2003	Planning Region 6	Agriculture, Forestry, Fishing & Hunting	54	299	6,766,189	22,629
2003	Planning Region 6	Mining	5	25	805,678	32,227
2003	Planning Region 6	Utilities	18	137	6,562,021	47,898
2003	Planning Region 6	Construction	217	768	20,434,335	26,607
2003	Planning Region 6	Manufacturing	88	2,607	82,840,127	31,776
2003	Planning Region 6	Wholesale Trade	214	1,604	45,837,872	28,577
2003	Planning Region 6	Retail Trade	325	2,788	48,073,885	17,243
2003	Planning Region 6	Transportation & Warehousing	106	601	17,744,833	29,526
2003	Planning Region 6	Information	41	432	11,066,370	25,617
2003	Planning Region 6	Finance & Insurance	150	989	32,228,423	32,587
2003	Planning Region 6	Real Estate & Rental & Leasing	60	155	2,063,904	13,316
2003	Planning Region 6	Professional & Technical Services	110	610	17,017,511	27,898
2003	Planning Region 6	Mgmt of Companies/Waste Mgmt Services	63	548	8,739,114	15,947
2003	Planning Region 6	Educational Services	10	379	9,390,465	24,777
2003	Planning Region 6	Health Care & Social Assistance	142	3,963	89,151,757	22,496
2003	Planning Region 6	Arts, Entertainment, and Recreation	41	251	1,761,368	7,017
2003	Planning Region 6	Accommodation & Food Services	203	1,896	14,475,569	7,635
2003	Planning Region 6	Other Services	180	981	13,713,360	13,979
2003	Planning Region 6	Total Private Ownership	2,027	19,033	428,672,781	22,523
2003	Planning Region 6	Federal Government	57	583	21,324,964	36,578
2003	Planning Region 6	State Government	49	1,006	31,035,283	30,850
2003	Planning Region 6	Local Government	138	2,960	67,941,661	22,953
2003	Planning Region 6	Total Government	244	4,549	120,301,908	26,446
2003	Planning Region 6	Grand Total	2,271	23,582	548,974,689	23,279

Footnotes:

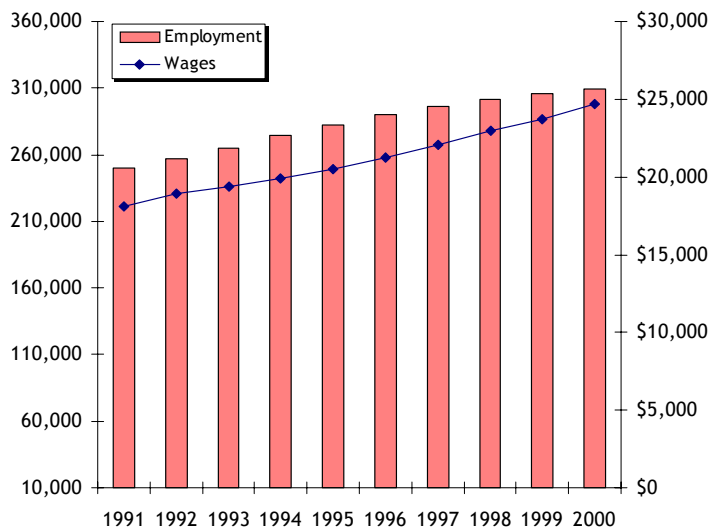
Due to confidentiality, the sum of counties may not equal Planning Region or Statewide.

Starting in 2003, the number of firms is now an annual average number of firms instead of the number of firms active in the first quarter during the respective year as previously reported. Source: <http://www.state.nd.us/jsnd>

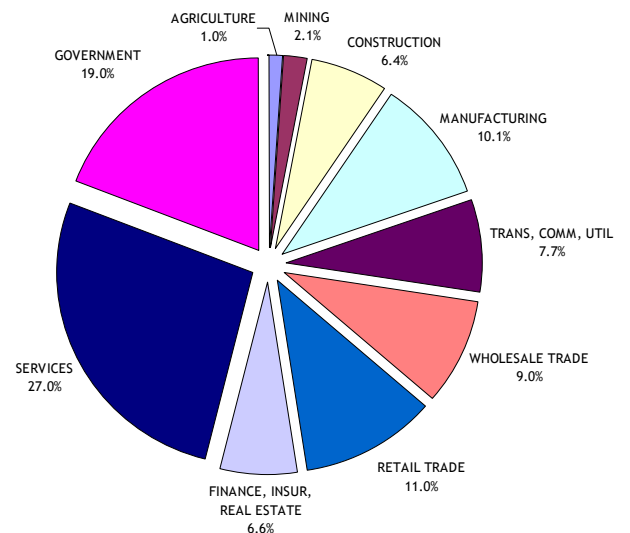
North Dakota



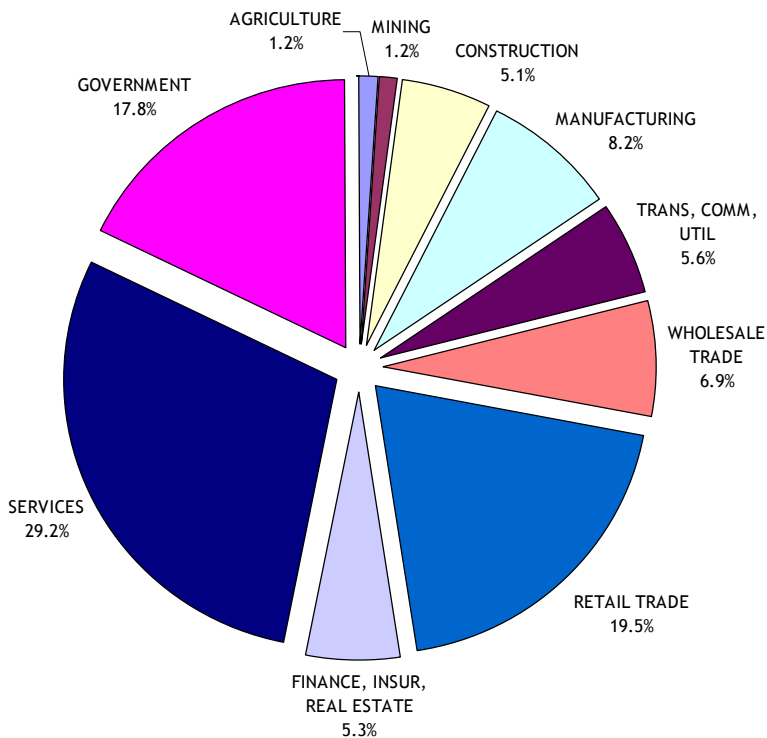
ND Average Employment & Wages



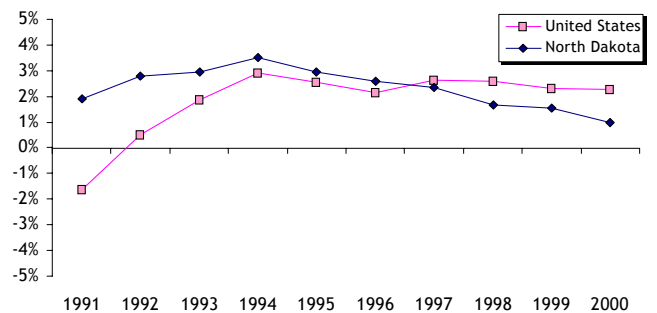
ND Wages by Industry



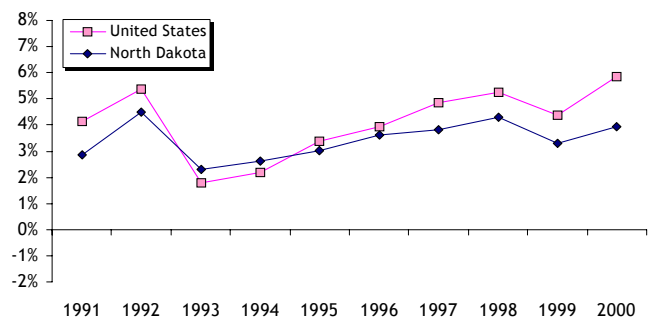
ND Employment by Industry



Annual Average Employment Change



Annual Average Wage Change



Southeast ND Workforce Training Region

2002 is the most current data available from JobsND.com

The table lists the top 10 industries in order of total annual wages. I have also included the rank orders of average wages and numbers employed.

Industry	Total Annual Wages	Annual Average Wages	Annual Average Employment
Government	\$545,399,229	8 \$29,245	1 17,815
Manufacturing	\$507,690,535	4 \$34,380	4 14,094
Health Care & Social Assistance	\$498,931,957	9 \$28,268	2 16,001
Wholesale Trade	\$341,844,247	3 \$35,288	5 8,652
Retail Trade	\$310,612,159	10 \$18,876	3 15,589
Finance & Insurance	\$293,319,393	1 \$37,150	6 7,248
Construction	\$217,898,666	6 \$30,429	7 6,533
Professional & Technical Services	\$168,181,402	5 \$33,955	8 4,388
Information	\$158,498,718	2 \$35,581	10 3,669
Transportation & Warehousing	\$114,402,686	7 \$29,870	9 3,800

The average annual employment for “Accommodation and Food Service” is 8,893 ranking them 5th in the region, however, the annual average wages are only \$9,044.

APPENDIX “G”

Job Service County Data

The following graphical data is available for all counties at the web address below.
Simply replace the word Dickey with the county of your choice.

<http://www.state.nd.us/jsnd/bin/economy.pl/Dickey>

Economy at a Glance

Dickey County

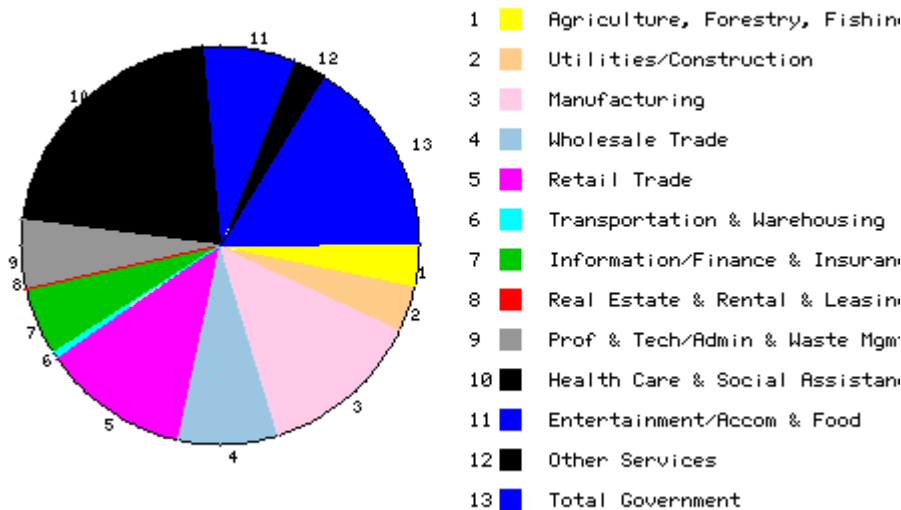
County State	Percentage by Gender			Population by Race								
	% Male	% Female	Total	One Race	White	African American	Native American	Asian	Pacific Islander	Other	Two Races	*Hispanic
	49.5	50.4	6,107		6,055	8	21	13		10		33
	49.8	51.2	638,800									

* Hispanic can be of any race

Labor Force Participation		Percentage by Youth/Adult					Population by Age						
	% Male	% Female	% Youth	% Adult	% 65+	Median	0-5	6-12	13-18	19-20	21-44	45-64	65+
County	69.8	49.9	30.2	69.7	21.5	37.4	355	733	549	211	1,759	1,186	1,314
State	73.4	57.3	32.3	67.7	14.3	32.4							

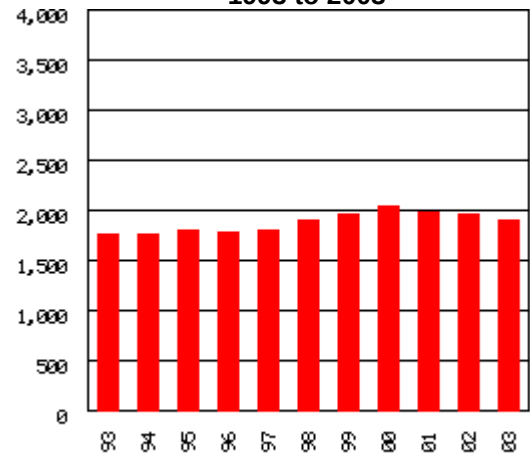
Information based on 1990 census.

Dickey County
Industry Mix
2001

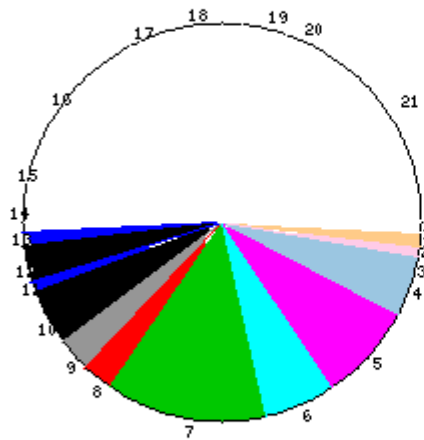


Statewide
Industry Mix
2001

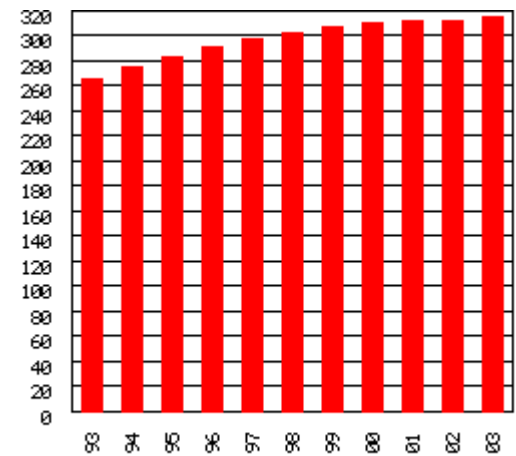
Dickey County
Average Employment
1993 to 2003



Statewide
Average Employment
1993 to 2003
(In Thousands)



- 1 Agriculture, Forestry, Fishing
- 2 Mining
- 3 Utilities
- 4 Construction
- 5 Manufacturing
- 6 Wholesale Trade
- 7 Retail Trade
- 8 Transportation & Warehousing
- 9 Information
- 10 Finance & Insurance
- 11 Real Estate & Rental & Leasing
- 12 Professional & Technical Services
- 13 Management of Companies
- 14 Admin & Support & Waste Mgmt
- 15 Educational Services
- 16 Health Care & Social Assistance
- 17 Arts, Entertainment, and Recreation
- 18 Accommodation & Food Services
- 19 Other Services
- 20 Public Administration
- 21 Total Government



Dickey County Factoids

Land Area	Rank	
1,143 sq miles	28th	
Population	Rank	Year
5,757	23rd	2000
Per Capita Income	Rank	Year
19,625	33rd	1999

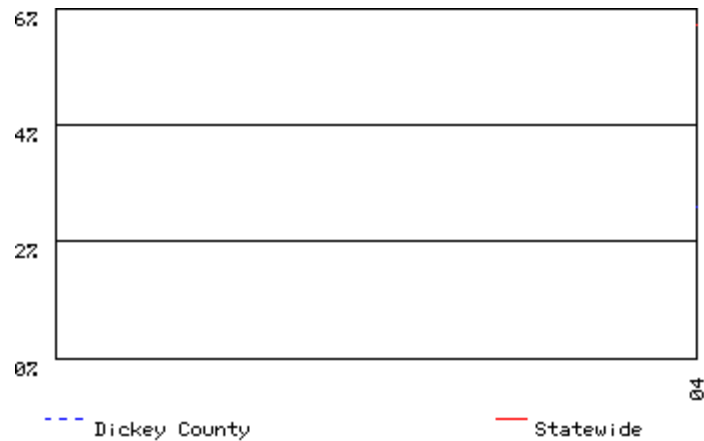
Population by City

City	1940	1950	1960	1970	1980	1990	2000
Oakes	1,665	1,774	1,650	1,742	2,112	1,775	1,979
Ellendale	1,517	1,759	1,800	1,517	1,967	1,798	1,559
Fullerton	184	206	181	110	107	94	85
Forbes	268	204	138	88	84	72	64
Ludden	150	96	59	44	47	41	29
Monango	175	138	133	112	59	53	28

Ag and Energy Production 2000

Unemployment Rates to 2004

<u>Crop</u>	<u>Rank</u>	<u>Year</u>
Corn Grain	2nd	2000
Rye	5th	2000
Soybeans	7th	2000
All Potatoes	7th	2000
Oats	8th	2000
Hogs & Pigs	9th	2000
Winter Wheat	9th	2000
All Sheep	13th	2000
All Cattle	14th	2000
Corn Silage	15th	2000
Dry Beans	15th	2000



Dickey County
Annual Average Employment by Industry
2001

Agriculture, Forestry, Fishing & Hunting	68
Utilities/Construction	69
Manufacturing	263
Wholesale Trade	159
Retail Trade	236
Transportation & Warehousing	14
Information/Finance & Insurance	107
Real Estate & Rental & Leasing	3
Prof & Tech/Admin & Waste Mgmt Ser	109
Health Care & Social Assistance	428
Entertainment/Accom & Food	145

Dickey County
Annual Average Wage by Industry
2001

Agriculture, Forestry, Fishing & Hunting	\$20,19
Utilities/Construction	\$30,3
Manufacturing	\$25,97
Wholesale Trade	\$25,48
Retail Trade	\$15,036
Transportation & Warehousing	\$18,37
Information/Finance & Insurance	\$27,42
Real Estate & Rental & Leasing	\$6,020
Prof & Tech/Admin & Waste Mgmt Ser	\$13,817
Health Care & Social Assistance	\$21,37
Entertainment/Accom & Food	\$5,720

***Please note that if you print this page you will need to make sure your margins for Internet Explorer are set for .25 for left and right and at least .75 for top and bottom. This will allow all the information to be printed within the page limitations. To change your margins, click on File, & Page Setup. The margin information should be displayed on the bottom right portion of the screen.**

APPENDIX “H”

Primary Sector Position Statement

DRAFT

**North Dakota Workforce Training System
Position Statement Regarding Training
For Primary Sector Businesses
April 21, 2000**

In recognition of the importance that primary sector businesses¹ play in determining the economic vitality (i.e. the economic carrying capacity) of a community, region, and state, priority will be placed on providing workforce training opportunities to this sector of the economy within each of the Workforce Training Regions. Placing a priority on the primary sector shall be defined to mean:

1. A special effort will be made to assure all primary sector businesses in each region are contracted to determine their workforce training needs. Contact may be by a workforce training manager or by one of the workforce training partnering organizations in the region;
2. Where workforce training needs are identified, arrangements will be made to provide training in accordance with the specific needs and preferences of the business;
3. Requests for workforce training for primary sector businesses, by local development organizations, or by local providers involved in workforce training in the respective region, will receive priority attention for follow-up and action. Specifically, this item shall be interpreted to mean no primary sector businesses shall be denied training due to lack of priority in relation to non-primary sector business training being provided; and
4. Further guidance, including additional emphasis on selected primary sector businesses in relation to non-primary sector businesses, shall be the prerogative of the local Workforce Training Boards.

¹The North Dakota Century Code defines primary sector business as “an individual, corporation, limited liability company, partnership, or association which through the employment of knowledge or labor adds value to a product that results in the creation of new wealth. This term includes tourism, but does not include production agriculture.” Additional definitions in the Century Code provide for the majority of sales to come from out-of-state markets.

APPENDIX “I”

Fiscal Year 2005 Year End Report

NORTH DAKOTA STATE COLLEGE OF SCIENCE

FY05 Workforce Training Year End Report ... July 1, 2004 through June 30, 2005

Southeast Region

Number of businesses receiving training Provided by the Southeast Region	Duplicated 1,363	Unduplicated 1,253
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Number of businesses receiving training Located in the Southeast Region	Duplicated 609	Unduplicated 547
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Approximately 44% of the businesses served by the Southeast Region are located in the Southeast Region.

Approximately 6% of the Southeast Region's businesses have been served by Workforce Training

Number of participants receiving training	Duplicated 4,464	Unduplicated 3,303
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Number of training hours provided	69,860
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Level of satisfaction as measured by satisfaction surveys	
Overall satisfaction of employees (surveyed after each class)	99%
Overall satisfaction of clients (surveyed 6 – 8 weeks after class)	100%
Responsiveness satisfaction of clients (surveyed 6 – 8 weeks after class)	100%

Number of training requests to or from other service providers	10
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Number of training referrals to or from other service providers	9
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The majority of these requests and referrals were for technical training

Revenue generated specifically from training fees	\$1,056,417.00
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In the Southeast Region, participation in training for FY 05 was divided as follows:

Technical training – 64%

Computer Training – 23%

Soft Skill Training – 9%

Organizational Training – 4%

There may be some overlap in the definition of computer and technical training as well as soft skill and organizational training.

Participants attend from a mix of industries including:

NAICS 20, 21, 31, 42, 44, 48, 51, 52, 53, 54, 55, 61, 62, 71, 72, and 93

Manufacturing (31), IT (51 & 54), and Healthcare (62) are major participants

Specific goals and status for 2004-2005 are identified as follows:

- A. Identify, develop, and implement processes and procedures for the Skills and Technology Training Center, which ensures financial stability and positive cash flow on an annual basis. Combine efforts and avoid redundant actions between the STTC and NDSCS. Utilize NDSCS resources where appropriate. Although evolutionary, the primary plan of operation should be developed and proposed prior to the next biennium, July 1, 2005
 - *STTC initial plan complete and evolving. Redundancies have been reduced and resources are shared as appropriate*
- B. Create access via the internet and combine the operational and reporting data bases (Aceware, Student Manager) of the three Southeast Region offices creating a more efficient and effective operation. The physical merge will take place prior to July 1, 2004.
 - *This project is complete however additional efficiencies are continually investigated*
- C. Conduct an Economic Developer's Day at NDSCS, which focuses on the workforce capabilities in the southeast region. Developer's Day to be prior to September 2004 and all economic development officials in the region will be invited.
 - *Co-hosted the Summer Conference of the Economic Developers of North Dakota (EDND) and provided presentations as well as training*
- D. Propose to deliver a comprehensive overview of the Workforce Training Initiative annually at the statewide meeting of the Economic Development Association of North Dakota (EDND). This is to be a collaborative delivery including representation of all four Workforce Training Regions.
 - *This was accomplished as indicated in item "C" to maintain cost control and avoid redundancy*
- E. Compile comprehensive data of high-end IT user's training needs statewide in cooperation with the other three workforce training regions. This information will be used to develop, market, and deliver training to meet business and industry needs. All data collected will be shared with the other three WFT regions. The initial completion will be July, 2004 however information gathering will remain as an ongoing effort.
 - *This project is proceeding as planned*

Additional goals/direction:

The Workforce Training Directors from each of the four regions meet quarterly. The agendas for these meetings primarily address accountability measures and program strategy. These meetings support increased awareness, consistency, and continuity throughout the state. A key initiative implemented by the directors is to provide 2 statewide professional development activities annually for all workforce training representatives. The past two training events have involved strategic sales and marketing and collaborative/team building and strategic planning. We understand the value of training and feel we must lead by example.

The directors of the four regions met in June, 2004 to begin the discussion process of marketing, brand identification, and logo discussions.

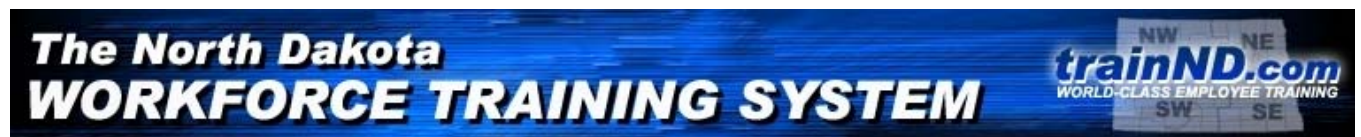
A statewide web site, "trainND.com" has been developed providing greater awareness and easier access to workforce training information. From this page, individuals looking for information are only "one click away" from finding all of the direct contact information for any of the four regions of Workforce Training. One more click will either access a specific home page of one of the regions, or provide direct email contact to a Workforce Training representative.

A statewide Workforce Training display unit has been created, a Workforce Training “identifier” (logo/banner) as well as a promise statement. All 4 regions continue to develop and deliver brochures and other documents containing this information creating increased awareness and the understanding that we are a “statewide system”.

The four regions are also investigating the implementation of a single phone number that will provide direct access to the Workforce Training office appropriate to the location the call is being generated from. Again, our goal is awareness, ease, and accessibility.

Continual efforts are made to keep other service providers informed of workforce training activities and ventures. More importantly, Workforce Training representatives work to actively support the services and activities of each of these agencies or entities. There is special effort given to working cooperatively so that we are not duplicating efforts.

Additionally, a unique training partnership has been developed between NDCSC Workforce Training and Minnesota State Community and Technical College (MSCTC) in Moorhead, MN. The partnership includes combining low enrollment training events to create more cost effective training for business and industry as well as joint ownership of a portable welding lab to be used throughout the region. This lab would be cost prohibitive if not shared.



The North Dakota
WORKFORCE TRAINING SYSTEM

trainND.com
WORLD-CLASS EMPLOYEE TRAINING



College Outreach * Workforce Training
Wahpeton * Fargo * Jamestown * Oakes

***Providing responsive, accessible
and flexible delivery of innovative
world-class employee training.***

Employee Development * Organizational Development * Technical Training * Computer Training

*The North Dakota
WORKFORCE TRAINING SYSTEM*

“The Southeast Workforce Training Region has been a valuable resource for us. They understand our need for flexible training in both specialized and general skills; small groups and company-wide. I congratulate any manager with the wisdom to make this connection.”

Kim Lunde, CPA
VP/Finance and Corporate Development
Glenmac, Inc.

www.trainND.com

Bismarck State College

***Southwest Work Force
Training***
Business Plan

CCE Division

Fiscal Years 2006 & 2007

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I. Mission:

Bismarck State College Mission:

Bismarck State College, a Learning First college, provides a high quality learning-centered education that maximizes student learning and makes students partners in their education. As a comprehensive community college in the North Dakota University System, Bismarck State College offers broad-ranging, flexible, and innovative educational opportunities. We participate in partnerships that promote economic development, we provide cultural enrichment, and we champion integrity, citizenship, and the improvement of life through lifelong learning.

Division of Corporate and Continuing Education Mission:

We are committed to extend the resources of Bismarck State College by providing excellent service for lifelong learning and training opportunities through quality, needs-based educational programs for community and professional development, economic growth and personal enrichment.

Corporate and Continuing Education Guiding Principles:

1) To Be Responsive 2) To Provide Quality 3) To Be Accountable

Southwest Workforce Training Service Region Mission:

We are committed to being the premier provider of innovative, results-oriented, workplace training for the businesses and industries included in State Planning Regions VII and VIII, which form the Southwest Workforce Training Region. By being fully responsive to workforce training needs, we help to provide business and industry in North Dakota with the most competitive workforce in the nation.

Vision

Bismarck State College, your lifetime link to learning.

Philosophy

Committed to exceeding the expectations of the people we serve.

Values

- Integrity
- Service
- Affordability
- Community
- Diversity
- Growth
- Achievement
- Quality

II. Executive Summary

As is with the National job market North Dakota will continue to see economic growth in the technology, medical, and the energy arena. North Dakota will also face competition from the rest of the U.S. in securing services of its professional and technical workers. The shortage of registered nurses, trained teachers, system analysts and computer engineers will reshape the workforce training needs. That being said North Dakota must be ready with education and business partnerships that invest in development of people to compete. Now more than ever employees must continually update their skills so that organizations can succeed and thrive.

The Southwest Workforce training regions will position its curriculum and training to address the new training demands, changing business and demographic needs. The changing demographics and workforce characteristics means accommodating new attitudes, lifestyles, values and motivation. Marketing efforts will continue to target the present markets being served but will look to expand through the addition of a statewide marketing effort with all four quadrants and to move in the direction of Level III: forming key partnerships with clients.

III. Management Plan

Background

Description

Bismarck State College's Division of Corporate and Continuing Education (CCE) is responsible for providing educational and technical support services to large and small businesses in State Planning Regions VII and VIII (See Attachment A, Page 21), which form the Southwest Workforce Training Region. The Division is committed to the concept of customer service involving flexibility, accessibility, responsiveness, and the delivery of innovative programs and services.

For clarification purposes, "workforce training" (WFT) is defined as training which is oriented toward serving the training needs of business and industry. It is business and industry-driven and often involves customized or contracted training. In contrast, "workforce development" refers to education or training oriented toward meeting the education and training needs of individuals including K-12, higher education, continuing education and life-long learning.

History

The workforce training system in North Dakota was designed by a statewide Task Force on Workforce Development and Training in 1988 and enacted during the 1999 Legislature through House Bill 1443. The purpose of the Task Force plan and the resulting legislation was to develop a responsive and effective system for the delivery of workforce training in North Dakota. The key components of the workforce training system are:

1. The establishment of four service regions within the state;
2. Designation of primary responsibility for providing workforce training for business and industry to four two-year colleges in the North Dakota University System;
3. The establishment of local advisory boards;
4. Financial support from state funds, local/regional funds, institution in-kind support and fees from training; and
5. Development of collaborative relationships.

Bismarck State College assigned CCE with the responsibilities spelled out in the Bill.

Service Region Office Locations

To best serve an 18 county region, two offices were established. The CCE office located in Bismarck State College's Horizon Building at 1815 Schafer Street, and on the North Campus of Dickinson State University at 291 Campus Drive CB 183, 1679 6th Avenue West (established in December 1999). The CCE Southwest Workforce Training offices are specifically designed to serve the training and retraining needs of business and industry for the southwest region of the state.

Advisory Boards

The Southwest Workforce Training Advisory Board is comprised of primarily business professionals within the service region, one union representative, a Native American representative and a Job Service Area II Representative serving as an ex-officio member. The Advisory Board has scheduled quarterly meetings since their inception in October 1999. The board members are included as Attachment B (See pages 22-23).

The primary responsibilities of the Advisory Board are to:

- Make recommendations concerning priorities of the workforce training units;
- Assist in identifying skill shortages and workforce training needs;
- Provide input for preparation of an annual business plan;
- Make recommendations for funding of the business plan;
- Provide connections between institutions and business, labor, and industry associations and organizations;
- Assist with establishing strong and effective partnerships with other NDUS institutions and all other related colleges, organizations and agencies;
- Provide fund-raising support to meet local workforce training funding needs;
- Assist the College Technical Education Council (CTEC) with the development of performance measurements for workforce training;
- Serve as an advocate for workforce training; and
- Assist with the preparation or review of annual workforce training reports.

Business Plan and Funding

The 2005 -2007 Annual Workforce Training Business Plan was prepared by Bismarck State College in consultation with the Southwest Workforce Training Advisory Board. The Advisory Board reviewed and approved the plan, including the budget outlined for carrying out workforce training for the southwest region.

To date, Bismarck State College has not utilized the revolving loan fund for workforce training program startups. The policies and procedures are in place and ready to be implemented when needed.

Current Staffing Status

As President of Bismarck State College, Donna Thigpen holds primary responsibility for workforce training. Dave Clark, as Executive Vice President, oversees the financial goals for workforce training in the southwest region. Carla Braun Hixson, Associate Vice President for Corporate and Continuing Education and Lori Heinsohn, Director of Corporate and Continuing Education serve as the Workforce Training leaders for the region. Jeanne Masseth and Sara Vollmer in Bismarck-Mandan and Cheryl Templeton in Dickinson serve as Workforce Training Managers for the region. Elaine Bowman is the Training Coordinator and additional support staff is provided. Deb Mantz serves as a half time computer instructor and coordinator of the computer lab. A current organizational chart of the Division is included as Attachment C (See page 24).

The workforce training associate vice president and director ensure that the goals and objectives in the business plan are carried out. The director works closely with other public and private higher education institutions, local development organizations, private sector trainers, vocational centers, high schools, tribal colleges, and other state agencies involved in workforce training in the community, region, and

state. The workforce training managers contact businesses and industry, inform them of the services, develop a trusting and effective relationship, administer needs analysis, design training packages, form partnerships, recruit and develop quality trainers, arrange training in the region and work with support staff to guarantee customer satisfaction. The relationships with businesses and trainers are built through personal contacts, phone contacts, and on-site visits. The workforce training coordinator provides logistical support such as contracts, scheduling of facilities and ordering curriculum and books and provides support services and materials to trainers and managers. Additional support staff assists with database course and registration entry, providing financial information and printed materials.

Current Resources

The establishment of strong and effective partnerships with other colleges and universities within the University System, private and tribal colleges, private sector businesses, local development organizations, state agencies, vocational centers, and secondary schools with vocational educational programs are vital resources to the success of the workforce training initiative. Established relationships provide high quality and responsive service to employers while maximizing the use of education and training resources within the University System and the state.

A central resource for workforce training is the knowledge, expertise and skills provided by the trainers. Trainers are carefully selected for their expertise, and their ability to work with and respond to business and industry needs. The number of trainers available to Bismarck State College is diverse and ever-changing and will continue to do so as partnerships are strengthened and the demand for training diversifies and increases.

Strategic Alliances

In order to identify, expand, and diversify the current resources available for workforce development and training, the College continues to have a Memorandum of Understanding with several agencies including Job Service of North Dakota Service Area Number II and the US Small Business Administration. The region also continues to further develop the established relationships with local economic developers.

Bismarck State College continues to work with the Department of Commerce including the Division of Workforce Development, Economic Development & Finance, and Tourism. The statewide Workforce Training Directors meet quarterly to update each other on new initiatives and trends and to discuss the Manufacturers Extension Partnership training programs, coordinated by ED&F.

The anticipated outcome with these agencies include: 1) understanding each agencies' services, 2) informing agencies of the workforce training initiative, 3) increasing involvement and resources through enhanced relationships, 4) developing a referral service for agencies' services, 5) providing crucial information for decision making, 6) jointly, compile an assessment of training needs by individual businesses and assist in developing a critical mass of like interests through a consortium of business owners who will participate in Workforce Training coordinated events targeted to these business owners and 7) delivering information and services to the Southwest Workforce Training Advisory Board. The goal of these strategic alliances is to increase current resources and partnership opportunities by opening the lines of communication among agencies.

VI. Market Analysis

List of Products / Services

The Division's professionals manage the workforce training effort by assessing training needs, developing training proposals, assisting with curriculum development, coordinating logistics and evaluating program effectiveness. Workforce training offers business and industry flexible, customized training, free needs analysis, a resource for all training needs, access to local, state-wide and national instructors, and all the amenities needed for a quality training experience.

As a professional provider of customized and contract training, CCE workforce training brings a number of key resources to our business and industry clients:

1. Content and facilitation expertise – Training that has an instructionally sound design, accurate content, skill-building exercises, participant interaction, and top-notch facilitation skills by instructors all add quality to the training program.
2. The ability to partner in business – Time is taken to understand the client's industry, gain awareness of the competitive forces in the marketplace, grasp the nature of the client's work and adapt the training approach to the clients' culture.
3. Training project management expertise – Managers and staff have the experience and realistic expectations of how much time, energy and money it takes to do effective training. Consultation includes: reasonable expectations for performance improvement, format suggestions, available resources, and transferability of skills to workplace setting.
4. Training marketing expertise – The ability to assist with internal marketing strategies for business and industry in the deployment of training to their employees.
5. The ability to evaluate training and the need for training – The ability to access value-added components of a training program using a variety of evaluation techniques.
6. A network of learning professionals – A well developed network of proven training providers reduces the risk to clients, along with a satisfaction guarantee policy.
7. Problem solving expertise – Help business and industry uncover their obstacles to maximize performance.

CCE offers training in five main categories: computer training, technical training, employee development, organizational development and apprenticeships. All training courses are developed to meet a company's specific needs with business-related examples incorporated into the course work. Fee-based sessions are also arranged in the region to meet the needs of companies who would otherwise be unable to economically contract their own training. Other related services include certification testing and training needs assessment.

Technology has also made training attainable through on-line virtual classrooms. The courses are offered on-line at the clients' convenience. This option is especially beneficial to people and businesses in rural areas since the training is delivered in their home or business at a time that is convenient for them. Online also offers businesses opportunities for consistent training to employees located outside headquarters.

Current available training curriculum topics range from managerial, mentorship and customer service to computer preparation and welding. A sampling of the curriculums used include: Active Education, AchieveGlobal, American Red Cross, CISCO computer networking, Clement Communications, Crisp Publication, Corporate Human Services Inc., DH Consulting Inc., DACUM, Ed2Go, elementk, Gatlin Education, Human Resources Development Press, McGraw Hill Lifetime Learning, Microsoft, National Center Construction Education Research Wheels of Learning, National Curriculum and Training Institute, Prentice Hall, TPC Training Systems, Ten-Eight Inc., Vital Learning, Vital Learning On-line.

CCE's computer-training lab is located in the Student Union on Bismarck State College's campus. Both open enrollment and contracted training courses are offered in the computer-training lab. The lab has 15 personal computers and one instructor station. The lab is used to its fullest potential by arranging a nice compliment of day and evening courses. In addition, the SW Workforce Region has available 6 lap top computers. Workforce training has access to classrooms for training programs on BSC and DSU's campus. At BSC, workforce training also has access to two specially-designed labs which allow for a Nursing Assistant Program and a CISCO router networking certification program. Welding training needs will be met throughout the region with the use of a mobile welding lab.

Service Provider Partnerships

The intent of the workforce training initiative is to partner with all trainers in the region to serve as the "brokers" between the client and trainer. To develop stronger partnerships, the Workforce Training Managers and Director continue to meet with current trainers to begin brokering trainer services to the region.

CCE will continue to pursue collaboration with all other service providers. Additional service providers include universities, associations, unions, chambers of commerce, and in-house training provided by the company or the company's corporate office. CCE will also use the training capacity of the tribal colleges within the region to further develop a complete list of training providers available in the region.

Client Profile

Local Outlook

As is with the National job market North Dakota will continue to see economic growth in the technology, medical, and the energy arena. Economists now predict that 75% of the Fortune 500 companies in the year 2020 will be comprised of companies that don't even exist today. That being said North Dakota must be ready with education and business partnerships that invest in development of people to compete.

In order to create a business climate ready for future opportunities the business sector along with higher education must align training and performance improvement strategies that result in economic growth. Refocusing training needs of fast-growing local industries will help workers move up to higher-skill and higher paying jobs with their existing employers.

The targeted training programs will also help companies develop new sources of skilled labor as the baby boomers retirements and other demographic shifts slow workforce growth in the coming years.

Economic development organizations within the region are also actively attracting new business and industry to the state. New businesses and industries provide an expanded source of potential clients for workforce training. CCE will work with the Department of Commerce's Division of Economic Development and Finance and local economic developers to enhance the state's ability to respond to incoming business expansion, recruitment and training efforts

In the decade leading up to the year 2008, North Dakota employment is slated to increase by about 9 percent. Higher education will play a major role in the state's ability to meet the needs of its population and fill these new jobs, especially in professional and technical fields that require extensive training.

Between 1998 and 2008, North Dakota expects an influx of nearly 34,350 new jobs, whose numbers will be complemented by a slew of additional openings in all fields as Baby Boomers move into retirement. The state's workforce will climb from 383,719 to 418,068 during that decade, despite declines in a number of industries. The state will have to retrain its displaced workers, as well as preparing thousands more to fill new jobs and those left vacant by a retiring workforce.

Higher education will play a critical role in North Dakota's future, much more so than it has in the past. A look at the state's occupational forecast tells the story. Of the state's 15 fastest growing occupations, less than half can be filled by those with a high school education unsupplemented by additional training. In fact, eight of North Dakota's 15 most quickly growing occupations require education or training at the level of an associate degree or higher.

Professional occupations, especially those in the field of medicine, are also expected to see strong growth over the next decade in North Dakota. Four of the 15 fastest-growing occupations in North Dakota are either in the area of health services or education.

Another trend is at work in reshaping the state's workforce: North Dakota, like most states, has felt the effect of the information and technology age. Technology links North Dakota to the broader U.S. economy, and professions such as systems analysis, computer engineering and computer support are expected to see strong growth.

North Dakota will face competition from the rest of the U.S. in securing the services of its professional and technical workers. Both North Dakota and the rest of the U.S. are in dire need of trained teachers, systems analysts, and computer engineers. The shortage of registered nurses is widespread, and that shortfall, while not as great as that of other fields in terms of percentage, is significant in terms of numbers. And while the state also expects an increased need for low-skilled service workers, from sales and office clerks to waitresses, it cannot expect to build its economy via them.¹

National Outlook

Two thirds of the positions created in the next 10 years will be managerial, technical and professional, many requiring a two-year degree. In 2012, there will be no more jobs requiring only a high-school diploma than there are today. Total employment for individuals with any college degree will increase from 50 million to 70 million. Net employment growth of 22.3 million, combined with expected

¹ Local Outlook information provided from ND Job Service and the Western Interstate Commission for Higher Education (WICHE), August 2003.

retirements of 8.4 million currently employed college graduates age 55 and older, will likely create a need for 30.7 million new college degree holders by 2013.

Changes in the business world continues to occur at an unprecedented rate. Several emerging trends including uncertain economic conditions, diversity, technological advances, and globalization are impacting the workplace and training needs.

In a recent survey of more than 2,000 professionals by ASTD², 93% indicated that aligning learning and performance strategies with their organization's strategy was essential, and 85 % said it was important to connect their efforts to improved organizational performance. Now more than ever employees must continually update their skills so that organizations can succeed and thrive.

Workplace learning must align training and performance improvement strategies with business strategies. The idea that training can be a means of meeting business goals and improving the bottom line appears to have arrived.

Training trends for the future workplace

- Technological advances are transforming the way we live and work and have made it more feasible to provide training on a global scale with on-line, virtual classroom, and cyberspace.
- Changing workforce characteristics and demographics means accommodating new attitudes, lifestyles, values and motivation
- Demographic shifts and changing business needs are redefining how training is viewed and delivered. Nowhere is this trend more apparent in the "knowledge transfer" (mentorship) initiatives necessary to prepare organizations for the millions of baby boomers set to retire in the next five to 10 years.
- Accelerated pace and change, means organizations are becoming more flexible, networked, flat, and diverse.
- Training dollars are going different places than they have in the past, training into areas that support the business, such as knowledge transfer, customer education, and fulfilling government regulations and compliance.
- New government regulations have mandated a flood of compliance training across the country.

² ASTD – American Society for Training & Development

According to the Job Service North Dakota Employment and Wages 2003 Publication, the leading employers in State Planning Regions VII and VIII have the following makeup outlined in the first 5 columns in the chart below. The last two columns show the number and percent of businesses the Southwest Workforce Training Region has served. Of the firms to receive training, a higher proportionate percentage was served by the Southwest Workforce Training Region in educational/health care & social assistance, government, finance & insurance, utilities, professional & technical, and management of companies. The higher proportions in primary sector areas, Ag, Mining, Utilities & Recreation, demonstrate the SW Region's commitment to paying special attention to primary sector business and industry.

Industry	Regional Numbers				BSC Service Areas (FY 02-03)	
	Region 7	Region 8	Total (7 & 8)	Percent of Total	Served in Regions 7 & 8	Percent of Total
Agriculture	31	18	49	0.8%	3	1.2%
Mining	16	42	58	0.9%	1	0.4%
Utilities	34	10	44	0.7%	19	7.4%
Construction	560	153	713	11.6%	8	3.1%
Manufacturing	142	61	203	3.3%	2	0.8%
Wholesale Trade	379	110	489	8.0%	2	0.8%
Retail Trade	606	236	842	13.7%	6	2.3%
Transportation & Warehousing	169	91	260	4.2%	0	0.0%
Information	80	30	110	1.8%	3	1.2%
Finance & Insurance	292	100	392	6.4%	24	9.4%
Real Estate, Rental & Leasing	136	29	165	2.7%	0	0.0%
Professional & Technical Services	374	100	474	7.7%	10	3.9%
Management of Companies	22	51	73	1.2%	10	3.9%
Administrative & Waste Services	217	0	217	3.5%	3	1.2%
Educational Services/Health Care & Social Asst.	311	97	408	6.7%	98	38.3%
Arts, Entertainment & Recreation	61	28	89	1.5%	7	2.7%
Accommodation & Food Services	293	135	428	7.0%	2	0.8%
Other Services	415	126	541	8.8%	7	2.7%
Government	408	170	578	9.4%	51	19.9%
Totals	4,546	1,587	6,133	100.0%	256	100.0%

The next table shows the number and percent of companies' employee sizes across the state, the number of companies served by the Southwest Workforce Training Region by each employee size category is outlined in the last two columns. The majority of businesses taking advantage of training options had 50-99 employees. The statewide data shows the highest percent of businesses employ 0-19 people.

Firm Size	State Wide Number	State Wide Percent	Individuals Served in Region 7 & 8	Region %
0	3,706	15.6%	7	0.3%
1 to 4	9,902	42.2%	9	0.4%
5 to 9	4,263	17.8%	86	3.3%
10 to 19	2,897	12.1%	283	11.0%
20-49	1,854	8.1%	262	10.2%
50-99	651	2.7%	1019	39.6%
100-249	322	1.4%	405	15.8%
250-499	86	0.4%	483	18.8%
500-999	23	0.1%	1	0.0%
1000 +	14	0.1%	15	0.6%
Total	23,718	100.6%	2,570	100.0%

Target Market

In accordance with the North Dakota Workforce Training system position statement, the wealth building companies (See Attachment D, page 25) continue to be a top priority in offering and delivering workforce training services. Workforce training is, however, provided to all businesses and industries requesting it.

As the Southwest Workforce Training Region continues to develop a stronger infrastructure, there are two distinct markets that continue to evolve. The two segment markets are 1) customized training for companies with more than 50 employees and 2) fee-based training designed for the training needs of smaller companies with less than 50 employees. Each segment of the market requires different methods to maximize the potential for increasing employee skills and performance for their employer.

According to the Job Service North Dakota Employment and Wages outlined in the previous table, the leading employers in State Planning Regions VII and VIII are retail trade, construction, government, other services, wholesale trade and professional & technical services sectors. Increased marketing efforts will be used to target these sectors that have yet to utilize contract-training services.

Small to medium size businesses are the prime target markets for fee-based enrollment courses. In order to provide training opportunities for the small businesses, efforts will continue to concentrate on marketing open enrollment classes as viable, cost-effective options for workforce training and development.

Success Attributes and Challenges

The Division of Corporate and Continuing Education continually reviews its strengths, weaknesses, opportunities and threats to identify areas of continued success and areas to focus on for enhancement opportunities. The following successes and challenges were recognized:

Success Attributes:

- Trainers with technical specialties;
- Variety of resources and support systems within the state and University System;
- Financial resources of Bismarck State College;
- State financial assistance;
- Long-term, knowledgeable, quality, innovative, risk oriented staff;
- Affordable;
- Comprehensive resource for all training needs;
- Long-term customer and community commitment;
- Credible track record for educational delivery;
- Responsive and flexible;
- Convenient delivery;
- Customized curriculum;
- Administrative and community support;
- Training satisfaction guarantee;
- Accountable;
- Quality needs based training;
- Commitment to strong partnerships;

- Repeat customer base;
- Marketing efforts in the region and;
- State marketing solutions within the quadrant.

Challenges:

- Continued funding and additional funding to take Workforce Training to the next level;
- Lack of access to quality trainers due to their heavy workloads within the college or other full-time employment;
- Lack of awareness on campus, with businesses and in regional areas;
- Lack of facilities;
- Short “lead” times;
- Low market penetration;
- Large geographic area to provide services;
- Declining population base in rural areas;
- Lack of training budgets and willingness to complete grant applications for funding from the businesses;
- Lack of grant (such as Workforce 2000) monies available to businesses;
- Increase depth of training and partnerships for companies (one-stop training);
- Provide training in regional areas;
- Working toward acquiring a Training Center;
- Meeting accountability requirements;
- Building strong relationships with future focused training;
- Training based on clear goals of region and state;
- Become demand-driven rather than sales driven;
- Moving to the consulting role for clients/companies;
- Providing return on investment information to clients.

V. Program Strategy

Goal

Bismarck State College, having primary responsibility for State Planning Regions VII and VIII, will serve as marketers, brokers and coordinators for workforce training in the Southwest Workforce Training Service Region. To achieve our goal of becoming the premier provider of choice by delivering innovative, results-oriented, workplace training for the businesses and industries in the Southwest Workforce Training Region.

Objectives for 2005-2007

- 1) Assist the further development of the economy by increasing productivity of our clients' employees by providing needs based training to 250 regional businesses each fiscal year.
- 2) Offer training programs based on identified needs by means of direct contacts and assessments of business and industry within the Southwest Workforce Training Region by contacting a minimum of 400 businesses per fiscal year in the region through personal contacts, customer requested listserv, phone contacts and on-site visits.
- 3) Train 2,000 employees (non-duplicated head count) per fiscal year. When appropriate, the programs will provide individuals who are so inclined with the knowledge, skills, and experiences necessary for them to become entrepreneurs for their place of employment or in the startup of new businesses.
- 4) Maintain the number and percent of employees who attend multiple training events at the average level of 35% per fiscal year.
- 5) Maintain the number and percent of businesses requesting repeat or additional training at or above 50% per fiscal year.
- 6) Maintain fiscal accountability as outlined in the Business Plan and meet budget revenue goal of \$483,575. in fiscal year 2006 with a revenue goal of \$540,000 for fiscal year 2007.
- 7) Maintain a 98% or higher satisfaction level of training provided to business and industry and their employees throughout each fiscal year.
- 8) Continue to have close to 100% level of satisfaction for responsiveness to business and industry training needs each fiscal year.
- 9) Maintain training events at a minimum of 400 per fiscal year., with an anticipated goal of 450.

Marketing Strategies

Market Penetration: Our aspiration is to become the primary point of contact for all workforce training needs of employers in southwest North Dakota. Marketing efforts will continue to target the present markets being served in order to further develop these relationships and expand the training opportunities offered to our current customers. In addition, a focused statewide marketing effort will begin with other regions with the goal of forming key partnerships, working toward Level III.

Level-III: Forming Key Partnerships

- ✓ Partnerships are all about relationships built on trust and positive experiences – typically starting with the customized training experiences as a platform;
- ✓ Are mutually beneficial to the partners – win-win relationships;
- ✓ Training addresses the companies current training needs but is also directly linked to the companies vision and strategic plan;
- ✓ Training is not only focused on the training needs of companies but is focused on, and directly connected to, the economic development goals of the community or region (targeted industry or cluster-focused).³

Business and Industry Fee Based Offerings: In this area, efforts will focus on the development and promotion of open enrollment courses for the benefit of small to medium size businesses (0 to 50 employees). Consortiums and partnerships will serve as possible vehicles for increasing open enrollment courses and trainers.

Needs Assessment: With the assessment of training needs, businesses will have documentation highlighting potential training topics for consideration. Subsequently, the Workforce Training Managers develop a training proposal designed to address the needs identified through the assessment. Ultimately, needs assessments will lead to more contract training requests from the businesses.

³ Building a Workforce System Through Partnering. League for Innovation in the Community College with support from Microsoft Corporation. 2003.

Action / Implementation Marketing Plan

To meet the training needs of business and industry in our region, Corporate and Continuing Education will engage in the following activities:

- ❖ Serve as marketer, broker, and coordinator of training programs
- ❖ Collaborate with business and industry to promote economic development in our region
- ❖ Collaborate with other workforce training regions
- ❖ Identify and develop trainers and facilitators
- ❖ Strategic selling solutions/marketing

Additionally, the Southwest Work Force Training region will develop advertising and promotional campaigns to ensure the success of the workforce training initiative. The promotional tools will consist of: 1) informative calls, 2) follow-up calls, 3) targeted marketing campaigns, 4) specialized training campaigns, 5) online promotional materials, 6) face-to-face meetings, 7) implementation of statewide marketing efforts, 8) quarterly newsletters, 9) regional town meetings and training, 10) presentations to committees, and 11) monthly publications and promotional pieces.

Future Plans / Trends

The Southwest Workforce Training Region recognizes the following as future plans for the division and region:

- 1) Continued partnerships with the energy industry in identifying and providing training for current and anticipated new employees as they anticipate dramatic employee shortages beginning 5 years from now;
- 2) Assist regional businesses in identifying the training trends of the nation;
- 3) Increase on-line training programs with specific markets in mind;
- 4) A Career and Technology Institute on campus that houses a Skills Training Center for workforce training needs;
- 5) Ensure that employees have the right skills to meet the strategic challenges of the organization;
- 6) Work with senior management to identify high-potential individuals to fill key positions in the future;
- 7) Help the organization realign training to meet the organization's critical business needs;
- 8) Ensure that the supply of talent equals the organization's demand;
- 9) Help implement career development and talent management strategies to keep the organization's high-potential and high-performing employees;
- 10) Help leaders diagnose development needs, identify training and development opportunities, and create a learning culture.
- 11) Moving from Level II⁴ to Level III⁵.

⁴ Level II is sales-driven, more so than customer-demand driven and the quantity of training provided is directly related to the number/size of the sales staff available to call on businesses and to arrange training. Continued growth is directly related to resources available, i.e. the staffing resources determine the quantity of training provided.

⁵ See Level III description on page 16, Marketing Strategies.

VI. Budget

Southwest Workforce Training Budget

Fiscal Years 2006 & 2007

		Budgeted	Budgeted	Actual	Actual
		FY07	FY06	FY05	FY04
Revenues					
Direct Training Revenues		\$ 540,000.00	\$ 483,575.00	\$ 511,620.54	\$ 440,682.64
Community/Regional Funds					\$ -
Institutional Funds		\$ 44,135.00	\$ 42,438.00	\$ 40,805.00	\$ 38,862.00
Grants					\$ -
State General Fund		\$ 171,429.00	\$ 170,408.00	\$ 170,408.00	\$ 170,408.00
Total Revenues		\$ 755,564.00	\$ 696,421.00	\$ 722,833.54	\$ 649,952.64
Expenses					
Direct Training Expenses					
1000					
Salaries & Wages					
1001	Workforce Training Managers	\$ 204,000.00	\$ 197,896.00	\$ 153,649.45	\$ 120,848.83
1002	Support Staff	\$ 36,000.00	\$ 35,559.00	\$ 33,940.75	\$ 91,734.70
	Administration	\$ 44,135.00	\$ 42,438.00	\$ 40,805.00	\$ 38,862.00
Total Salaries		\$ 284,135.00	\$ 275,893.00	\$ 228,395.20	\$ 251,445.53
Operating Expenses					
1003	Travel	\$ 15,000.00	\$ 12,000.00	\$ 12,136.41	\$ 8,146.62
1004	Other Operating Costs	\$ 20,000.00	\$ 15,200.00	\$ 20,708.79	\$ 26,894.41
1005	Marketing	\$ 20,000.00	\$ 16,800.00	\$ 13,455.14	\$ 11,210.14
1006	Professional Development	\$ 5,000.00	\$ 3,000.00	\$ 3,752.50	\$ 3,847.00
1007	New Initiatives	\$ 1,000.00	\$ 4,700.00	\$ 12,895.50	\$ 1,919.59
Total Operating Expenses		\$ 61,000.00	\$ 51,700.00	\$ 62,948.34	\$ 52,017.76
Total Expenses		\$ 745,135.00	\$ 696,421.00	\$ 653,123.52	\$ 608,836.34
Operating Margin		\$ 10,429.00	\$ -	\$ 69,710.02	\$ 41,116.30

VII. Review and Evaluation Schedule

Assessment

The Division of Corporate and Continuing Education's Southwest Workforce Training Region has incorporated the following activities to assess the quality of the training programs provided to business and industry in the region:

- 1) In addition to the Workforce Training Advisory Board, there are several review and evaluation points established to ensure that the skills that business and industry require for specific positions are incorporated into training that result in transferable skills back to the job site.
- 2) Satisfaction surveys distributed to each participant in the class.
- 3) Consultation with each client before, during, and after training on the course content and competency expectations.
- 4) Participants' ability to attain &/or retain industry recognized certifications in MOUS, CNA, MCSE, CCNA and CCNP.
- 5) Loyal, repeat clients and facilitators.
- 6) The following guarantee on all training contracts and programs: "Client Satisfaction: The Division of CCE guarantees that its professional training and development services will fully satisfy the requirements of the CLIENT. If the CLIENT is not satisfied with CCE's delivery of any of the services described in this Contract, the services will be repeated at no additional cost to the CLIENT. If these repeated services are still deemed to be unsatisfactory, a full refund (less the cost of any materials consumed by the CLIENT) will be issued by CCE to the CLIENT for any payments that have been made for those services found to be unsatisfactory.

Performance Measures

CCE will measure success using the following timelines:

Quarterly reports will be given to the Southwest Workforce Training Service Region Advisory Board. The primary areas of measurement will be displayed in a spreadsheet format with the following information:

- Budget update and comparison tracking
- Number of businesses served
- Number of attendees
- Number of training events

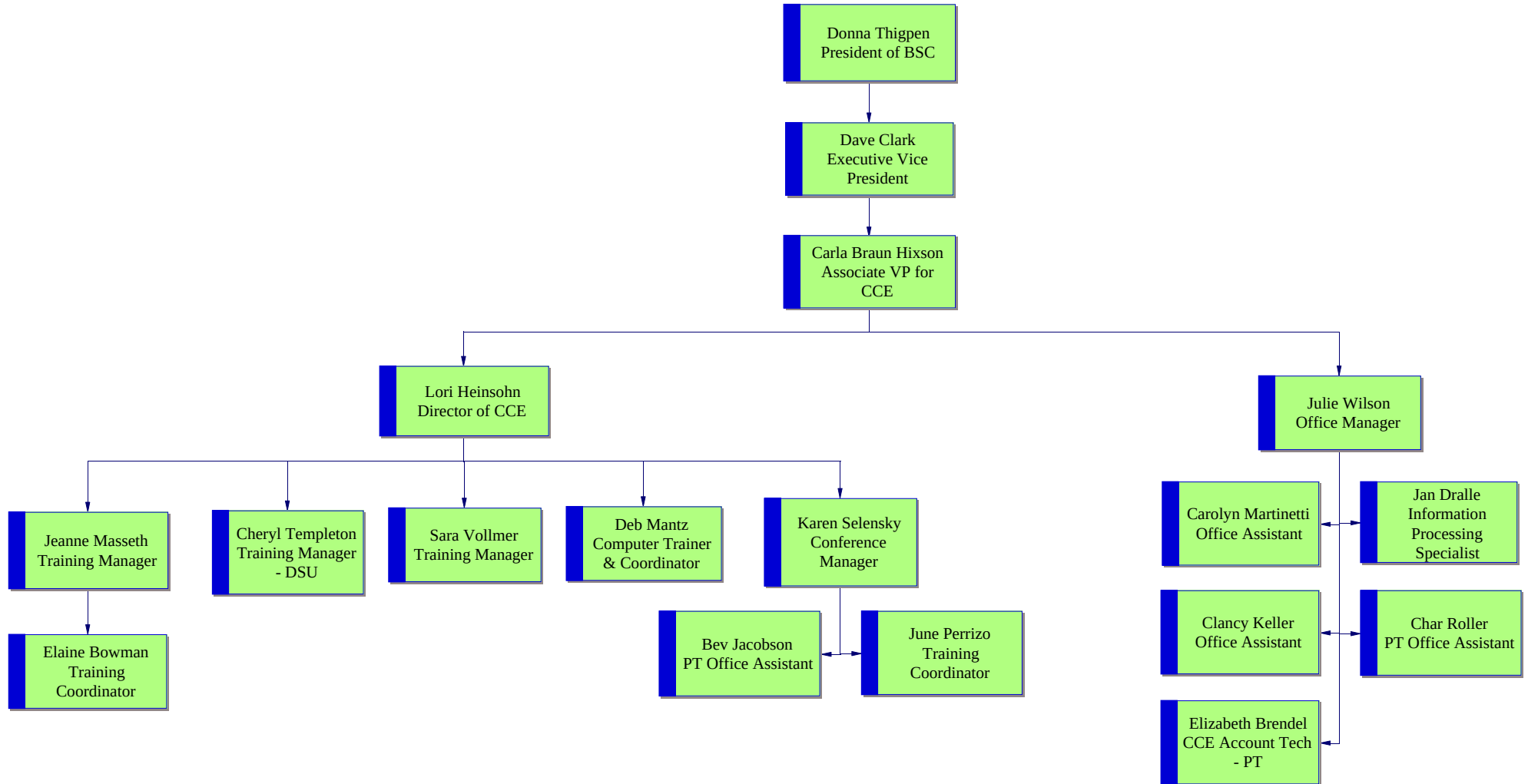
As requested by the Southwest Workforce Training Service Region Advisory Board, College Technical Education Council and State Board of Higher Education, the following measurement summary for the region will be compiled in the Annual Report (See FY 04 Report on last page of the business plan). Additional updates will be provided as requested by the constituents served by the Southwest Workforce Training Region, including those requested in HB1019.

The annual report will include the following workforce training success measurements:

- The number and percent of businesses and employees in the region receiving training;
- The number and percent of businesses requesting repeat or additional training;

- Levels of satisfaction with training events based on results provided by employers and employees receiving training;
- Revenue generated from training;
- Number of referrals for training and results of those referrals (both referrals made to other sources and referrals received);
- Missed opportunities - bids/proposals not accepted (in narrative format); and
- Comparison of annual goals.

Bismarck State College
Corporate & Continuing Education Department



BISMARCK STATE COLLEGE SOUTHWEST REGION WORKFORCE TRAINING BOARD

MEMBER	AFFILIATION	ADDRESS	CITY/STATE/ZIP	PHONE #	FAX #	E-MAIL ADDRESS
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SUMMARY AND RECOMMENDATION 2006 SBHE MEETING CALENDAR

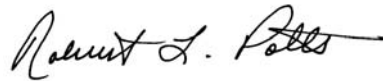
Summary

SBHE Policy 303.1 states “The Board shall establish an annual meeting schedule with meeting dates and locations.” At the 2005 retreat, SBHE members indicated they are generally satisfied with meeting schedules adopted for recent years and prefer to have future meetings on a similar schedule. Accordingly, President Kostecky asked staff to prepare a proposed 2006 SBHE meeting schedule similar to the schedules approved for 2004 and 2005. President Kostecky has reviewed and recommends the attached 2006 meeting schedule.

Recommendation

Therefore, I recommend the SBHE adopt the following resolution:

“RESOLVED, that the attached 2006 SBHE meeting schedule is adopted.”

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

Robert L. Potts, Chancellor

Date of Meeting: September 15, 2005

2006 Meeting Schedule

Date	Location
January 19	Conference call
February 16	VCSU
April 6	MISU
June 15	WSC
July ??	Retreat
August 17	Conference call
September 21	DSU
September 26	Joint boards meeting
November 9	LRSC
December 21	Conference call

**SUMMARY AND RECOMMENDATION
INTRODUCTION AND FIRST READING
AMENDED SBHE POLICY 402.3**

Summary

SBHE Policy 402.3 concerns admission policies for special categories of applicants and delegates to institutions authority to establish campus procedures for these special categories. Applicants who are educated at home are included on the list of special categories enumerated in the policy.

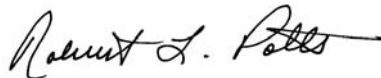
The number of home educated students seeking admission to NDUS institutions is growing. The state legislature has enacted legislation establishing procedures by which home educated students may obtain a high school or GED diploma. NDUS campus procedures concerning admission of home educated students must recognize relevant state statutes. Accordingly, the Academic Affairs Council recommends the attached policy amendments relating to home educated applicants in order to adopt a uniform system policy concerning admission of these students.

The Chancellor's Cabinet will review the recommended policy at a September 14 meeting. The following recommendation is subject to that review.

Recommendation

Therefore, I recommend the SBHE adopt the following resolution:

“RESOLVED, that amendments to SBHE Policy 402.3 as fully shown on the attached draft of revised SBHE Policy 402.3 are hereby approved on introduction and first reading.

A handwritten signature in black ink, appearing to read "Robert L. Potts", with a stylized flourish at the end.

Robert L. Potts, Chancellor

Date of Meeting: September 15, 2005

**NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION
POLICY MANUAL**

SUBJECT: ACADEMIC AFFAIRS

EFFECTIVE: February 22, 2002

Section: 402.3 Admission Policies – Home Educated and Other Special Categories of Applicants

1. Institutions may establish procedures for the following special categories of applicants:
 - a. admission of students to attend selected college and university classes while simultaneously attending high school.
 - b. transient students who enroll at the institution for one term only and plan to transfer the credits earned to apply toward a degree at another institution.
 - c. applicants who are applying to audit courses only.
 - d. applicants who pursue a non-degree track of study for reasons such as self-enhancement, self-satisfaction, or other personal reasons related to life-long learning.
 - e. employees admitted under the "Employee Tuition Waiver Policy."
 - f. applicants whose application records are incomplete.
 - g. collaboratively enrolled students when enrolled on other than the home campus.
 - ~~h. applicants who have been home schooled.~~
2. ~~College and Universities~~ Institutions may establish procedures for ~~partial~~ conditional admission when the applicant's admission records are incomplete.
3. Institutions shall establish procedures governing admission of home educated students.
Institutions may require that home educated applicants submit:
 - a. a high school diploma issued under NDCC section 15.1-23-17 (or equivalent document from another state) if available and a transcript listing classes completed, course syllabus or description of course content, performance or grade (with key explaining grading) in each class in grades nine through twelve, which must be verified by the parent or other instructor; or
 - b. a GED diploma.
4. Home educated students are also required to comply with Policy 402.1.1, relating to required standardized tests, Policy 404.2, relating to core curriculum requirements for admission to baccalaureate and graduate institutions, additional admissions criteria that may be established at baccalaureate and graduate institutions by those institutions and other requirements that generally apply to other applicants.

HISTORY: New Policy. SBHE Minutes, June 26-27, 1985, page 5381.
Amendment SBHE Minutes, February 21-22, 2002.

**SUMMARY AND RECOMMENDATION
INTRODUCTION AND FIRST READING
AMENDED SBHE POLICY 402.6**

Summary

SBHE Policy 402.6 concerns admission policies for graduate, law and medical schools. Law and medical schools are included in a group that is now generally referred to as “first-professional degree programs.” Policy 402.6 should be revised to reflect that change.

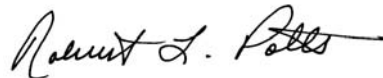
In addition, the SBHE and Minnesota officials recently agreed to revisions to the reciprocity agreement between North Dakota and Minnesota. The revised agreement exempts students in first-professional programs from the agreement, with limited exceptions. Language recognizing these exemptions from the reciprocity agreement should be added to Policy 402.6.

The Academic Affairs Council reviewed the revised policy and recommends approval. The Chancellor’s Cabinet will review the recommended policy at a September 14 meeting. The following recommendation is subject to that review.

Recommendation

Therefore, I recommend the SBHE adopt the following resolution:

“RESOLVED, that amendments to SBHE Policy 402.6 as fully shown on the attached draft of revised SBHE Policy 402.6 are hereby approved on introduction and first reading.

A handwritten signature in black ink, appearing to read "Robert L. Potts", with a stylized flourish at the end.

Robert L. Potts, Chancellor

Date of Meeting: September 15, 2005

**NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION
POLICY MANUAL**

SUBJECT: ACADEMIC AFFAIRS **EFFECTIVE:** June 27, 1985

Section: 402.6 Admission Policies - Graduate, ~~Law and Medical Schools~~ and First-Professional Degree Programs

1. For admission to a graduate ~~program~~ or first-professional school (~~law and medicine~~) degree program, admission criteria, procedures and decisions shall be determined by the faculties ~~of the graduate, law and medical schools~~ under the governance structure of the institution. Graduate ~~and first-professional degree~~ programs ~~and law and medical schools~~ may require extensive application materials from each student seeking admission, including the completion of appropriate standardized tests. Residence quotas may be established, for admission purposes, in each program at the institution's discretion; however, Minnesota residents must be admitted on the same basis as North Dakota residents or as otherwise permitted under the North Dakota-Minnesota reciprocity agreement, unless the program is exempt from that agreement.

HISTORY: New Policy. SBHE Minutes, June 26-27, 1985, page 5381.

**SUMMARY AND RECOMMENDATION
INTRODUCTION AND FIRST READING
AMENDED SBHE POLICY 903**

Summary

SBHE Policy 903 establishes procedures for sale or removal of obsolete or unsafe buildings. Although not required by law, the state historical society board has requested that NDUS institutions notify the state historical society board director before a building is sold or removed to permit the director an opportunity to determine whether the building is historically significant. This request was made in connection with the historical society board action permitting demolition of the old Minot Poor Farm building to accommodate construction of the new North Central Research Center headquarters facility.

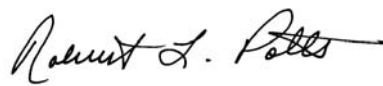
A draft amended policy providing for the requested notice was distributed to campus officials. No one expressed concerns.

The Chancellor's cabinet will review the recommended policy at a September 14 meeting. The following recommendation is subject to that review.

Recommendation

Therefore, I recommend the SBHE adopt the following resolution:

“RESOLVED, that amendments to SBHE Policy 903 as fully shown on the attached draft of revised SBHE Policy 903 are hereby approved on introduction and first reading.

A handwritten signature in black ink, appearing to read "Robert L. Potts", with a stylized flourish at the end.

Robert L. Potts, Chancellor

Date of Meeting: September 15, 2005

**NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION
POLICY MANUAL**

SUBJECT: FACILITIES

EFFECTIVE: January 20, 1994

Section: 903 ~~Razing or Moving~~ Sale or Removal of Buildings

POLICY

1. State owned buildings may be sold or removed in accordance with N.D.C.C. Section 54-21-27. The Chancellor is authorized to grant written approval, on behalf of the Board, for the sale or removal of buildings with an insurable value of less than \$100,000. The Board must approve the sale or removal of buildings with an insurable value of \$100,000 or more. Written approval must also be obtained in all cases from the state fire marshal.
2. Institution officials shall inform the state historical society board director of proposed plans to sell, remove, destroy or alter a building prior to requesting authorization to proceed under N.D.C.C. Section 54-21-27 and this Policy. Upon determination by the director that a building or site may be a significant historical site, institution officials shall cooperate with the director as required under N.D.C.C. section 55-02-07.

REFERENCE: N.D.C.C. Section 54-21-27

HISTORY: Replaces Article VII, Section 1 D-2, 7/81.
SBHE Minutes, January 12, 1984, page 5200.
Amendment SBHE Minutes, January 20, 1994, page 6430.

**SUMMARY AND RECOMMENDATION
INTRODUCTION AND FIRST READING
AMENDED SBHE POLICY 310.1**

Summary

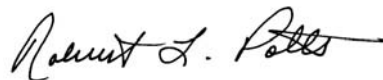
SBHE Policy 310.1 concerns SBHE President and SBHE member responsibilities. Among other responsibilities, subparagraph 1(h) provides that the SBHE President “shall assign members for visitations to specified institutions to assist members in becoming familiar with those institutions and in sharing of information.” Questions have been raised concerning whether making “assignments” to particular institutions is an effective means of accomplishing the stated objectives. Further, such assignments may create an inaccurate perception that SBHE members are expected to act as a liaison between an institution and the SBHE.

SBHE members discussed subparagraph 1(h) during the July 2005 SBHE retreat and agreed the provision requiring institutional assignments is outdated. Further, it was suggested that the institutional assignments should be replaced with a process enabling all SBHE members to become equally familiar with all institutions. Expanding the new SBHE orientation program to include tours of NDUS institutions and facilities or including campus tours as a regular part of meeting agendas are two ways this may be done. Because SBHE policies delegate responsibility for new member orientation and SBHE meeting agendas to the SBHE President, it makes sense to replace subparagraph 1(h) with language making the President responsible for ensuring that new member orientation includes an opportunity to visit campuses or such opportunities are available in conjunction with regular meetings or other means.

Recommendation

Therefore, I recommend the SBHE adopt the following resolution:

“RESOLVED, that amendments to SBHE Policy 310.1 as fully shown on the attached draft of revised SBHE Policy 310.1 are hereby approved on introduction and first reading.



Robert L. Potts, Chancellor

Date of Meeting: September 15, 2005

**NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION
POLICY MANUAL**

SUBJECT: GOVERNANCE AND
ORGANIZATION

EFFECTIVE: April 15, 2004

Section: 310.1 Board President and Member Responsibilities

1. The State Board of Higher Education President has no authority to make decisions or to establish policy on behalf of the Board except as specifically delegated the authority to do so by the Board. The Board delegates the following authority to its President and, in the President's absence, to its Vice President.
 - a. The President (or the Chancellor, pursuant to the authority provided to the Chancellor in SBHE Policy 304.1) shall be the spokesperson of and represent the Board by explaining, defending, advocating or announcing Board-stated positions.
 - b. As elected leader of the Board, the President has the ultimate responsibility for assuring the beliefs and core values adopted by the Board are known to all Board members and that the Board strives to uphold these values at all times.
 - c. The President shall be responsible for efficient operation of the Board including a Board established planning and action cycle.
 - d. The President shall ensure that new Board members are informed of their responsibilities and oriented to the Board's operations. The President, with the Chancellor's assistance, shall arrange for an orientation program after a new member is appointed. The new member orientation program shall include opportunities for new members to become familiar with NDUS campuses and programs, such as campus tours or other events scheduled in conjunction with Board meetings, new member visits to campuses, an on-line "tour" or other suitable means.
 - e. The President shall chair Board meetings by exercising all commonly accepted responsibilities of that position.
 - f. The President may call special meetings of the Board pursuant to the provisions of the Board's bylaws.
 - g. The President shall communicate directly and consult with other Board members and the Chancellor as frequently as necessary and consistent with applicable open meetings and open records laws, to assure the Board members and the Chancellor are kept informed on issues relevant to the Board's duties and responsibilities.
 - h. The President may appoint ad hoc committees to advise the Board ~~and shall assign members for visitations to specified institutions to assist members in becoming familiar with those institutions and in sharing of information.~~

2. Board Member Responsibilities include:

- a. A member shall be a link between the State Board of Higher Education and the public which it serves.
- b. A Board member shall at all times conform to and advocate the Board's beliefs and core values.
- c. A member shall help build and sustain an atmosphere of respect, openness, civility and partnerships in all relationships with fellow Board members, the Chancellor and System staff, and the presidents, faculty and staff of each institution of higher education in North Dakota.
- d. A member shall, through service on the State Board of Higher Education, acquire a reasonable level of knowledge of:
 - (1) the mission of each institution of higher education in the North Dakota University System and how the institution, through its administration and faculty, plans to achieve its mission;
 - (2) the traditional organization and governance structure of an associate, baccalaureate, and graduate degree-granting institution of higher education;
 - (3) the relationship of North Dakota University System institutions with other institutions of higher learning and other educational systems within North Dakota;
 - (4) the competitive position of North Dakota University System institutions in the regional and national marketplace;
 - (5) the provisions of state law governing the Board and its activities;
 - (6) the internal and external forces which affect the environment in which higher education and the North Dakota University System operate; and
 - (7) the structural relationship among the Governor, the legislature, the Chancellor, the System office, the North Dakota University System institutions and the Board.
- e. A member shall be an advocate of quality, efficient, and effective higher education in North Dakota by:
 - (1) assisting in the development and ongoing review of a clear and concise Board strategic plan, including the goals and objectives, for the North Dakota University System;
 - (2) assisting in establishing appropriate measures to monitor and assess achievement of the goals;
 - (3) assisting in evaluating Board performance, and the performance of the Chancellor;

- (4) participating responsibly in board meetings;
 - (5) devoting the time necessary to carry a fair share of Board leadership responsibility;
 - (6) assisting in establishing effective policies of governance; and
 - (7) taking part in reasonable amounts of professional development.
- f. A member shall represent the people of North Dakota and be an advocate for the North Dakota University System without special regard to a particular institution, interest, political affiliation, community, or constituency.

HISTORY: New Policy. See SBHE Minutes, June 19, 1997 page 6778.
Amendment SBHE Minutes, November 18-19, 1999, page ____.
Amendment SBHE Minutes, April 14, 2004.

**SUMMARY AND RECOMMENDATION
SECOND READING AND FINAL ADOPTION
AMENDED SBHE POLICY 403.1.2**

Summary

SBHE Policy 403.1.2 concerns institutional program evaluations. Periodic evaluations are required for all programs (every seven years for undergraduate and every ten years for graduate programs). Questions have arisen concerning evaluation of certificate programs. It is not clear in the current policy whether a certificate program that is included within a major degree program is to be evaluated as part of the major program.

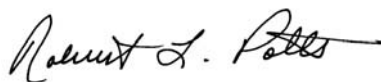
It makes sense to evaluate a certificate program within a major program, or certificate program developed from a group of courses within a major, as part of the major program. Following discussion, the Academic Affairs Council made that recommendation. The Academic Affairs Council also recommends separate evaluation of an independent certificate program or a certificate program offered separately from a major program. The Chancellor's Cabinet reviewed the Academic Affairs Council recommendation and agreed with the recommendation.

The SBHE approved introduction and first reading of amended SBHE Policy 403.1.2 at its June 16, 2005 meeting.

Recommendation

Therefore, I recommend the SBHE adopt the following resolution:

“RESOLVED, that amendments to SBHE Policy 403.1.2 as fully shown on the attached draft of revised SBHE Policy 403.1.2 are hereby adopted, effective immediately.



Robert L. Potts, Chancellor

Date of Meeting: September 15, 2005

**NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION
POLICY MANUAL**

SUBJECT: ACADEMIC AFFAIRS

EFFECTIVE: February 22, 2002

Section: 403.1.2 Institutional Instructional Program Evaluation

Existing undergraduate instructional programs shall be evaluated at least every seven years and graduate programs shall be evaluated at least every ten years by each institution. New programs shall be evaluated within one year after the first class graduates. The purposes of instructional program evaluation shall include but need not be limited to assessments of the current level of program quality, means to improve program quality, relationship of the program to the mission of the institution, and program productivity. The Chancellor shall adopt procedures governing program evaluation, which must include:

1. A comprehensive self-study by the program faculty, a discussion of the evaluation results with the relevant dean or vice-president, a written statement of the evaluation's findings, and a written action plan describing follow-up activities. Each succeeding evaluation of a given program shall address the extent to which the program has successfully dealt with the concerns of the preceding evaluation;
2. Diverse assessment activities, such as:
 - A. a site visit and review by a qualified consultant from another institution
 - B. a review by one or more faculty members from another program within the institution
 - C. an assessment of student learning (for example, pre- and post-tests, performance on professional or Graduate Record examinations, or other appropriate methods)
 - D. a survey of program alumni to determine their current positions and opinions of the program
 - E. a survey of current students to determine whether the program is meeting their needs
 - F. review and advice from the program advisory council or other representatives of the employers of program graduates.
3. Within one year following the graduation of the first class in a new academic program, the institution shall conduct an evaluation in accordance with items #1 and #2 above. Not later than six months after the evaluation is completed, the institution shall submit to the Chancellor a summary of the findings and the follow-up plans.
4. For continuing programs, each institution shall provide a report to the Chancellor by January of each year on instructional program evaluations conducted in the previous academic year. The report shall include (a) a list of all instructional programs evaluated and (b) a summary statement describing institutional decisions and actions taken in response to the evaluations.

Notwithstanding the above requirements, a new or existing certificate program within a major degree program, or a certificate program developed from a group of courses within a specific major, shall be evaluated when the major degree program is evaluated; an independent certificate program,

or a certificate program offered separate from a specific major shall be evaluated as a separate program according to the requirements set forth above.

HISTORY: Replaces Article V, Section 2, page V-2. SBHE Minutes, May 10-11, 1984, pg 5242.
(Previously numbered 405.1).
Amendment SBHE Minutes, June 26, 1986, page 5504.
Amendment SBHE Minutes, June 25, 1987, page 5614.
Amendment SBHE Minutes, February 21-22, 2002.

**SUMMARY AND RECOMMENDATION
SECOND READING AND FINAL ADOPTION
AMENDED SBHE POLICY 409**

Summary

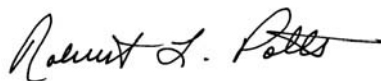
SBHE Policy 409 includes a listing of all degrees approved at all campuses. The listing needs to be updated to include two programs the Board recently approved.

The Academic Affairs Council reviewed the revised policy, as did the Chancellor's Cabinet, and recommended approval. On June 16, 2005, the SBHE approved the amended policy on introduction and first reading.

Recommendation

Therefore, I recommend the SBHE adopt the following resolution:

“RESOLVED, that amendments to SBHE Policy 409 as fully shown on the attached draft of revised SBHE Policy 409 are hereby adopted, effective immediately.

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

Robert L. Potts, Chancellor

Date of Meeting: September 15, 2005

**NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION
POLICY MANUAL**

SUBJECT: ACADEMIC AFFAIRS

EFFECTIVE: September 16, 2004

Section: 409 Degrees Offered

1. Institutions in the North Dakota University System offer the following certificates and degrees:

Certificate of Completion. A certificate awarded for the completion of:

1. a non-credit course of study, or
2. an undergraduate course of study of less than 16 credit hours, or
3. a graduate course of study of less than 8 credit hours.

Certificate Program. A certificate program is a specialized course of study requiring at least 16 credit hours at the undergraduate level or 8 credit hours at the graduate level.

Diploma Program. A diploma program represents completion of a prescribed program of two years or less in a vocational-technical field with some general education course work.

Associate in Arts (A.A.) and Associate in Science (A.S.). These associate degrees consist primarily of diverse, introductory-level courses in general education and professional areas and require at least 60 semester credit hours. Required courses for the A.S. degree place greater emphasis on the sciences than is true of the A.A. Both degrees prepare students for transfer to baccalaureate programs and meet General Education Transfer Agreement (403.7) requirements. They do not designate a specific program or major.

Associate in Applied Science (A.A.S.). The Associate in Applied Science degree combines vocational-technical coursework with general education coursework. In the vocational-technical specialty field, the degree prepares students for jobs. The general education area provides broader education than would be available in a certificate or diploma program with at least 15 credit hours of general education required, but typically does not meet the 36 credit hour General Education Transfer Agreement (403.7) requirements. The A.A.S. requires a minimum of 60 semester credit hours and it may designate a specific field of study.

Associate in Science – Nursing (A.S.N.) This associate degree prepares individuals in the knowledge, techniques and procedures for promoting health, providing care for sick, disabled, infirm, or other individuals or groups, including instruction in the administration of medication and treatments, assisting a physician during treatments and examinations, referring patients to physicians and other health care specialists, and planning education for health maintenance. This degree requires at least 60 semester hours. The degree prepares students for transfer to a baccalaureate program and meets General Education Transfer Agreement requirements.

Bachelor of Applied Science (B.A.S.). The bachelor of applied science degree combines vocational-technical coursework with general education. This degree requires a minimum of

120 semester hours of credit, the first 60 of which would typically be an Associate in Applied Science degree and, at least 30 upper division credit hours. The specific course of study would be developed through articulation agreements. This degree requires a total of 36 general education credit hours usually through a combination of AAS and BAS level work and, as such, not all general education credits would necessarily meet the general education transfer agreements (403.7) requirements.

Bachelor of Arts (B.A.) and Bachelor of Science (B.S.). The bachelor's degrees require a minimum of 120 semester credit hours, comprised of academic courses in general education which meet the general education transfer agreement (403.7) requirements, major, minor, concentration, and/or elective areas. The B.A. is designed to give academic breadth in the liberal arts, usually with a major in the humanities or social sciences. The B.S. prepares students in disciplines such as the sciences and mathematics, or in the professions.

Bachelor of Accountancy (B.Acc.), Bachelor of Architecture (B.Arch.), Bachelor of Business Administration (B.B.A.), Bachelor of Fine Arts (B.F.A.), Bachelor of Landscape Architecture (B.L.A.), Bachelor of Music (B.M. or B.Mus.), Bachelor of Science in Aeronautics (B.S.A.), Bachelor of Science in Agriculture and Biosystems Engineering (B.S.A.B.En.), Bachelor of Science in Applied Physics (B.S.A.P), Bachelor of Science in Athletic Training (B.S.A.T.), Bachelor of Science in Atmospheric Sciences (B.S.At.Sc.), Bachelor of Science in Chemical Engineering (B.S.Ch.E.), Bachelor of Science in Chemistry (B.S.Chem.), Bachelor of Science in Civil Engineering, (B.S.C.E.), Bachelor of Science in Clinical Laboratory Science (B.S.CLS.), Bachelor of Science in Computer Science (B.S. C.Sci.), Bachelor of Science in Community Nutrition (B.S.CN.), Bachelor of Science in Construction Engineering (B.S.Con.E.), Bachelor of Science in Criminal Justice Studies (B.S.CJS), Bachelor of Science in Cytotechnology (B.S.Cyto.), Bachelor of Science in Dietetics (B.S.D.), Bachelor of Science in Education (B.S.Ed.), Bachelor of Science in Electrical Engineering (B.S.E.E.), Bachelor of Science in Environmental Geoscience (B.S.E.G.), Bachelor of Science in Environmental Geology and Technology (B.S.EGT.), Bachelor of Science in Fisheries and Wildlife Biology (B.S.FWB), Bachelor of Science in Geological Engineering (B.S.G.E.), Bachelor of Science in Geology (B.S.Geol.), Bachelor of Science in Industrial Engineering and Management (B.S.I.E.Mgt.), Bachelor of Science in Industrial Technology (B.S.I.T.), Bachelor of Science in Manufacturing Engineering (B.S.Mfg.E.), Bachelor of Science in Mechanical Engineering (B.S.M.E.), Bachelor of Science in Nursing (B.S.N.), Bachelor of Science in Occupational Safety and Environmental Health (B.S.OSEH.), Bachelor of Science in Pharmacy (B.S. in Pharm.), Bachelor of Science in Physical Education (B.S.P.E.), Bachelor of Science in Physical Education and Exercise Science (B.S.PEXS), Bachelor of Science in Public Administration (B.S.P.A.), Bachelor of Science in Rehabilitation and Human Services (B.S.R.H.S.), Bachelor of Science in Recreation and Leisure Services (B.S.RLS.), Bachelor of Science in Social Work (B.S.S.W.), Bachelor of Social Work (B.S.W.). These degrees require a minimum of 120 semester credit hours and prepare students for professional activity in the areas named in the degrees.

Bachelor of General Studies (B.G.S.), Bachelor of Arts (B.A., no major), and Bachelor of University Studies (B.U.S.). These degrees require a minimum of 120 semester credit hours. Each degree signifies that the student has completed an individually designed course of study that does not correspond directly to a standard academic or professional major curriculum. These degrees must meet the general education transfer agreement (403.7)

requirements.

Master of Arts (M.A.) and Master of Science (M.S.). The master's degrees require a minimum of 30 semester credit hours in courses that carry graduate credit. The M.A. is usually in the humanities or social sciences. The M.S. is usually in the sciences, mathematics, or the professions.

Master of Architecture (M.Arch.), Master of Arts in Teaching (M.A.T.), Master of Business Administration (M.B.A.), Master of Education (M.Ed.), Master of Engineering (M.Engr.), Master of Environmental Management (M.E.M.), Master of Music (M.M.), Master of Music Education (M.M.E), Master of Occupational Therapy (M.O.T), Master of Physician Assistant Studies (M.P.A.S.), Master of Public Administration (M.P.A.), Master of Science in Applied Economics (M.S.A.E.), Master of Science in Aviation (M.S.A.), Master of Science in Geological Engineering (M.S.GeoE), Master of Science in Space Studies (M.S.S.S.), Master of Science in Technology Education (M.S.T.E.), Master of Social Work (M.S.W), Master of Physical Therapy (M.P.T). These master's degrees require a minimum of 30 semester credit hours in courses that carry graduate credit. Each degree signifies advanced education in the field named in the degree title.

Master of Fine Arts (M.F.A.). The master's degree in fine arts is the terminal degree in visual arts and requires a minimum of 60 semester credit hours beyond the baccalaureate degree.

Education Specialist (Ed.S.). The Education Specialist degree requires a minimum of 60 semester credit hours in courses that carry graduate credit. The degree is a professional degree for certification in an educational field.

Specialist's Diploma (Spec.Dip.). The Specialist's diploma requires 64 semester credits beyond the baccalaureate degree. It recognizes advanced preparation for practice in a service field.

Doctor of Physical Therapy (D.P.T.). The Doctor of Physical Therapy degree requires a minimum of 91 semester credits beyond the bachelor degree.

Doctor of Education (Ed.D.). The Doctor of Education degree requires a minimum of 90 semester credit hours beyond the bachelor's degree in courses that carry graduate credit. It recognizes the completion of academic preparation for professional practice in education.

Doctor of Musical Arts (D.M.A.). The Doctor of Musical Arts requires a minimum of 90 semester credit hours beyond the bachelor's degree.

Doctor of Arts (D.A.), Doctor of Medicine (M.D.), Doctor of Pharmacy (Pharm.D.), Juris Doctor (J.D.). The D.A., M.D., and J.D. degrees, each with its own requirements, are terminal degree programs that prepare individuals to teach at the postsecondary level, to take residency training in medicine, to practice pharmacy, or to practice law, respectively.

Doctor of Nursing Practice (DNP). The Doctor of Nursing Practice degree requires 80 semester hours beyond the bachelor's degree. This degree prepares nurses to make

contributions to evidence-based practice through professional leadership and scholarly practice and to function as clinical educators of future nurses. The DNP degree neither replaces nor competes with PhD programs in nursing.

Doctor of Philosophy (Ph.D.). The Doctor of Philosophy degree requires a minimum of 90 semester credit hours beyond the bachelor's degree in courses that carry graduate credit, with a substantial component of independent research.

First-Professional Degree. Law (J.D.), Medicine (M.D.), Pharmacy (Pharm. D.) An award that requires completion of a program that meets all of the following criteria: (1) completion of the academic requirements to begin practice in the profession; (2) at least 2 years of college work prior to entering the program; and (3) a total of at least 6 academic years of college work to complete the degree program, including prior required college work plus the length of the professional program itself.

2. The Board authorizes each institution with teacher education programs to award, under Policy 403.8, major equivalencies in areas where they have Board approved majors and minor equivalencies in areas where they have Board approved minors.
3. An option represents completion of a select group of courses within an approved academic program. Options may also include specializations, emphases and concentrations. An option is not an academic program and Board approval is not required to transcript an option.
4. The Board authorizes each institution to award Certificates of Completion. Certificate and Degree programs are authorized as follows:

Bismarck State College

Certificate programs, Diploma programs, A.A., A.A.S., A.S.

Dickinson State University

Certificate programs, A.A., A.A.S., A.S., B.A., B.A.S., B.S., B.S.Ed., B.S.N., B.U.S.

Lake Region State College

Certificate programs, Diploma programs, A.A., A.A.S., A.S.

Mayville State University

Certificate programs, A.A., B.A., B.A.S., B.G.S., B.S., B.S.Ed., B.U.S.

Minot State University

Certificate programs, A.S., B.A., B.A.S., B.F.A., B.G.S., B.S., B.S.Ed., B.S.N., B.S.W., Ed.S., M.A.T., M.Ed., M.M.E., M.S.

Minot State University-Bottineau Campus

Certificate programs, Diploma programs, A.A., A.A.S., A.S.

North Dakota State College of Science

Certificate programs, Diploma programs, A.A., A.A.S., A.S., A.S.N.

North Dakota State University

Certificate programs, B.A., B.Acc., B.Arch., B.F.A., B.L.A., B.Mus., B.S. in Pharm., B.S., B.S.A.B.En., B.S.C.E., B.S.Chem., B.S.Con.E., B.S.E.E., B.S.I.E.Mgt., B.S.M.E., B.S.Mfg.E., B.S.N., B.U.S., D.M.A., D.N.P., Ed.D., Ed.S., M.A., M.Arch., M.B.A., M.Ed., M.M., M.S., Ph.D., Pharm.D.

University of North Dakota

Certificate programs, B.A., B.Acc., B.B.A., B.F.A., B.G.S., B.M., B.S., B.S.A., B.S.A.P., B.S.A.T., B.S.At.Sc., B.S.C.E., B.S.Ch.E., B.S.Chem., B.S.CJS, B.S.CLS., B.S.CN., B.S. C.Sci., B.S.Cyto., B.S.D., B.S.E.E., B.S.Ed., B.S.E.G., B.S.EGT., B.S.FWB., B.S.G.E., B.S.Geol., B.S.I.T., B.S.M.E., B.S.N., B.S.OSEH., B.S.P.A., B.S.P.E., B.S.PEXS, B.S.R.H.S., B.S.RLS., B.S.S.W., D.A., D.P.T., Ed.D., J.D., M.A., M.B.A., M.D., M.Ed., M.Engr., M.E.M., M.F.A., M.M., M.O.T., M.P.A., M.P.A.S., M.P.T., M.S., M.S.A., M.S.A.E., M.S.GeoE, M.S.S.S., M.S.T.E., M.S.W., Ph.D., Spec.Dip.

Valley City State University

Certificate programs, A.A., B.A., B.S., B.S.Ed., B.U.S.

Williston State College

Certificate programs, Diploma programs, A.A., A.A.S., A.S.

4. Institutions are authorized to transcript, list and award Certificates of Completion consistent with their Board approved missions without specific Board approval for each certificate. Each institution shall keep a current list of credit based Certificates of Completion on file in the System office. The transition of a Certificate of Completion to a Certificate or Degree program requires Board approval.
5. Board approval is required for all new Certificate programs (not Certificates of Completion), Diploma programs, and Degree programs as they are to appear on student records and catalog announcements. The Chancellor shall adopt procedures governing requests for approval.
6. Campuses should use NCA Higher Learning Commission guidelines to define terminal degrees.

HISTORY: New policy. SBHE Minutes, June 25, 1987, page 5614.
Amendment SBHE Minutes, June 27-28, 1988, page 5731.
Amendment SBHE Minutes, January 20, 2000
Amendment SBHE Minutes, April 4, 2000.
Amendment SBHE Minutes, May 30, 2001.
Amendment SBHE Minutes, February 22, 2002.
Amendment SBHE Minutes, April 18, 2002.
Amendment SBHE Minutes, May 8-9, 2003.
Amendment SBHE Minutes, November 20, 2003.
Amendment SBHE Minutes, September 16, 2004

**SUMMARY AND RECOMMENDATION
INTRODUCTION AND FIRST READING
NEW SBHE POLICY 616**

Summary

The North Dakota State Board for Career and Technical Education recently adopted postsecondary certification standards for career and technical education instructors. A copy of such standards is attached. However, the State Board for Career and Technical Education lacks authority over State Board of Higher Education institutions and so the standards do not apply to NDUS employees.

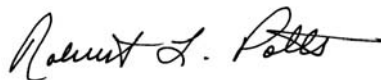
The NDUS Career and Technical Education Council (CTEC) representatives have reviewed the standards and agreed NDUS instructors meet or exceed the standards. CTEC recommended that the NDUS adopt the same standards. The Academic Affairs Council agreed and recommended a new SBHE Policy 616, which adopts the standards. This recommendation was forwarded to the Chancellor's Cabinet, which approved the recommended policy. The proposed policy was distributed to the Council of College Faculties; that group has no objections.

On June 16, 2005, the SBHE approved the policy on introduction and first reading.

Recommendation

Therefore, I recommend the SBHE adopt the following resolution:

“RESOLVED, that new SBHE Policy 616 as fully shown on the attached draft is hereby adopted, effective immediately.

A handwritten signature in black ink, appearing to read "Robert L. Potts", with a stylized flourish at the end.

Robert L. Potts, Chancellor

Date of Meeting: June 16, 2005

**NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION
POLICY MANUAL**

SUBJECT: PERSONNEL

EFFECTIVE:

Section: 616 Career and Technical Program Instructor Certification Standards

1. North Dakota University System career and technical program instructors shall meet applicable State Board for Career and Technical Education postsecondary certification standards.
2. The Chancellor may adopt procedures implementing and/or providing limited exceptions to this requirement.

HISTORY:

**NORTH DAKOTA
STATE BOARD FOR CAREER AND TECHNICAL EDUCATION
POSTSECONDARY CERTIFICATION STANDARDS**

Length of Credential:

- Provisional—2 years
- Regular—5 years

Level of Education:

- Minimum of an associate degree or its equivalent.
- Any instructor who does not possess a degree in education takes part in the Postsecondary Clinical Practice Program, with possible additional courses as specified by the SBCTE, or complete a program of study equivalent to the Clinical Practice Program as determined by the SBCTE.

Who Needs to be Certified:

- All full-time postsecondary CTE instructors teaching in a CTE discipline.
- Any instructor who teaches less than full time shall be certified if he/she is responsible for curriculum development in the content area and/or designing assessment of student performance.

Industry Certification:

- **Industry Instructor Certified**
 - Instructors may have achieved an industry instructor certification through a national accreditation. Instructors with these certifications will be reviewed on an individual basis for exemption to the Clinical Practice.
 - Industry instructor certifications may need to complete possible additional courses as specified by the SBCTE.
- **Content Certified**
 - Required where such industry certification is necessary to teach a course (i.e. ASE certification to teach automotive technology, CCNA certification to teach Cisco networking).
 - Certifications must be earned during the 2-year provisional certificate.

Renewal Requirements:

- 120 clock hours of professional development specific to teacher's content area and/or related to instructional delivery methods must be earned for each five-year renewal period (college credit can also be earned to satisfy this requirement with 1 semester hour equaling 15 clock hours).
- Industry certification must be kept current as specified by the appropriate industry and/or national program standards .

**SUMMARY AND RECOMMENDATION
SECOND READING AND FINAL ADOPTION
AMENDED SBHE POLICY 605.4**

Summary

SBHE Policy 605.4 establishes procedures for hearings and appeals in cases involving faculty dismissal or discipline. Policy 605.4 mentions supervision of “discovery” in the context of a listing of duties of a hearing officer. Until recently, that reference was not interpreted to mean the same as formal discovery (depositions and formal interrogatories) employed in lawsuits. Policy 605.4 states the institution must cooperate with a hearing board in securing witnesses and making evidence available. That, coupled with North Dakota’s open records laws (under which everyone is entitled to access to and copies of public records) made it unnecessary for parties to engage in formal discovery. Recently, however, parties have been requesting and receiving approval from hearing officers to engage in depositions and other formal discovery proceedings. These practices have added to the time and expense of these hearings.

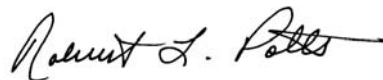
The Academic Affairs Council recommended revisions to the policy to clarify that formal depositions or interrogatories for the purpose of discovery are not permitted, except upon agreement of the parties. This proposed revision was distributed to the Council of College Faculties. CCF members requested clarification of the amendments, which was provided. CCF has not objected to the changes. The Chancellor’s Cabinet reviewed and recommended the revised policy.

The SBHE approved introduction and first reading of amended SBHE Policy 605.4 on June 16, 2005.

Recommendation

Therefore, I recommend the SBHE adopt the following resolution:

“RESOLVED, that amendments to SBHE Policy 605.4 as fully shown on the attached draft of revised SBHE Policy 605.4 are hereby adopted, effective immediately.



Robert L. Potts, Chancellor

Date of Meeting: September 15, 2005

**NORTH DAKOTA STATE BOARD OF HIGHER EDUCATION
POLICY MANUAL**

SUBJECT: PERSONNEL

EFFECTIVE: November 16, 2001

Section: 605.4 Hearings and Appeals

1. A faculty member may request a hearing with the Standing Committee on Faculty Rights by filing a written notice, accompanied by a specification of the reasons or the grounds upon which the request is based, with the Committee chair or senior member of the Committee and the institution's president. The institution shall have ten business days from receipt by its president of the notice and specifications to file a response with the Committee Chair or senior member of the Committee and the faculty member.
2. The Committee shall appoint, at the expense of the institution according to institution procedures, a hearing officer with authority to conduct pre-hearing meetings, supervise ~~discovery~~ exchange or collection of information, advise the Committee or preside over the hearing. The faculty member, the institution and their representatives shall comply with all reasonable directives and requests of the hearing officer appointed by the Committee. The institution shall provide necessary clerical support for the Committee and, upon request, for the hearing officer.
3. The Committee or the hearing officer shall hold a pre-hearing meeting or meetings in order to (a) simplify the issues, (b) effect stipulations of facts, (c) provide for the exchange of documentary or other information, or (d) achieve such other appropriate pre-hearing objectives as will make the hearing fair, effective, and expeditious. The faculty member, the institution and their representatives shall participate in pre-hearing meetings upon request and comply with the directives of the Committee or the hearing officer. Discovery shall be informal and formal depositions or interrogatories for the purposes of discovery are not permitted, except with agreement of the parties.
4. The Committee or the hearing officer shall serve written notice of hearing on the faculty member and the president or their representatives at least twenty calendar days prior to the hearing.
5. The faculty member and the institution may stipulate to a decision on the basis of the written statements, in which case the Committee shall make its decision on that basis.
6. During the proceedings the institution and the faculty member are entitled to have an administrative or academic advisor and counsel of their choice and at their own expense. Proceedings concerning the appointment or removal of a faculty member may, pursuant to N.D.C.C. section 15-10-17, be closed, unless the faculty member requests that the proceedings be open, in which case the proceedings shall be open. Proceedings not concerning the appointment or removal of a faculty member, including proceedings concerning discipline not involving dismissal, shall be open.

7. A verbatim transcript of the hearing or hearings shall be made at the institution's expense, and shall be accessible to both parties. A party shall be provided a copy of the record, or part of the record, upon request, at the institution's expense.
8. The findings of fact, conclusions and the decision shall be based solely on the evidence received by the Committee. In cases brought under section 605.3(4), the faculty member has the burden of persuasion to prove, by a preponderance of the evidence, that the action violated the faculty member's rights; in cases pursuant to section 605.3(8) or (9), the burden of proof that grounds for the institution's action exist shall rest with the institution and be satisfied only by clear and convincing evidence in the record considered as a whole.
9. The Committee may admit any evidence which is of probative value in determining the issues or if the interests of justice will best be served by admitting the evidence. Every reasonable effort shall be made to obtain the most reliable evidence available. The Committee shall grant adjournments to enable either party to investigate evidence as to which a valid claim of surprise is made.
10. The faculty member shall be afforded an opportunity to obtain necessary witnesses and documentary or other evidence. The institution shall cooperate with the Committee in securing witnesses and making available documentary and other evidence. The faculty member and the institution shall have the right to confront and cross-examine all witnesses. Testimony may be taken by deposition, including deposition by telephone, or witnesses may testify by telephone, facsimile, video or other electronic means as long as upon agreement of the parties or, absent an agreement, upon request of a party and determination by the Committee or hearing officer that such use does not substantially prejudice the rights of any party. Affidavits may be received into evidence upon stipulation of the parties.
11. The Committee's findings of fact, conclusions and recommendations, with supporting reasons, shall be reported, in writing, to the institution's president and the faculty member or the faculty member's representative. If the institution's action was a notice of dismissal and if the Committee concludes that adequate cause for dismissal has been established, but that a lesser penalty would be more appropriate, it may so recommend with supporting reasons. The president shall make a decision and provide written notice of the decision, including findings of fact and reasons or conclusions based on the hearing record, to the Committee and the faculty member within twenty calendar days of receiving the report. The faculty member or Committee may, within ten calendar days of the decision, submit a written response to the decision, to which the president may reply.
12. The decision of the president is final.

HISTORY: Replaces portions of Policy 605, SBHE Minutes April 25, 1995, page 6554.
Amendment SBHE Minutes January 15, 1998, page 6823.
Amendment SBHE Minutes February 18, 2000.
Amendment SBHE Minutes, November 16, 2001.

SUMMARY AND RECOMMENDATION NDSU WELLNESS CENTER ADDITION

Summary

Section 14 of SB2003 enacted by the 2005 Legislative Assembly authorizes a \$12,000,000 revenue bond issue to finance a Wellness Center addition on the NDSU campus. This project was included in the list of capital projects for which the SBHE requested 2005 legislative authorization. The SBHE granted authorization to proceed with preliminary plans for this project in 2003.

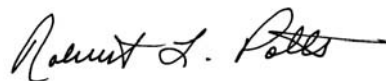
NDSU students in 2003 voted to increase student fees to fund the Wellness Center addition. Funds accumulated from this fee increase and other revenues will be used to pay some initial construction costs, interim interest charges and start-up funds for the first year of operation. Revenue bond proceeds will finance other construction costs. The student fee and other projected revenues are sufficient to pay off bonds and cover operating expenses. A detailed background summary is attached.

NDSU desires to begin preliminary work on the addition now and use available funds to pay for this work; a request for approval of a bond resolution authorizing bonds to finance remaining costs will be submitted later. There is a demonstrated need for this facility and NDSU students overwhelmingly support this addition. Funds are available to begin preliminary work on this project now.

Recommendation

Therefore, I recommend the SBHE adopt the following resolution:

“RESOLVED, that NDSU is authorized to proceed with the Wellness Center Addition”



Robert L. Potts, Chancellor

Date of Meeting: September 15, 2005

Requested Action:

Request authorization to proceed with the **Wellness Center Addition**.

Background Information:

The SBHE granted NDSU authorization to proceed with preliminary plans for the Wellness Center Addition at its May 8, 2003 meeting. This project was included as a project for the 2005-07 biennium under *Major Remodeling/Additions* in the 2002 and the 2004 NDSU Campus Master Plan, as a Non-State Funded Unranked Project in the NDUS 2005-07 Major Capital Project Ranking approved by the SBHE in June 2004, and as a 2005 legislatively approved project in SB2003, Section 14. Bond Issuance Authorization – Purposes – Appropriation in the amount of \$12,000,000.

The NDSU Wellness Center opened to NDSU's students, faculty and staff in August 2001 after eight years of research and planning. The facility was funded by a \$38 per semester student fee that was approved by a vote of the student body in April 1998. Surveys were used to determine what students wanted included in the Wellness Center; however, some of those features had to be omitted because of the amount of financing this fee would purchase. Given this limitation, student members of the Health and Wellness Committee (formed by Student Government) decided that the construction of the facility would be the initial phase with an expansion to come at a later date.

Since the building's completion, students brought forward requests for those features that were deleted from the first phase of the Wellness Center. Students, faculty and staff also raised the issue about the size of the facility being too small to accommodate users during peak usage times. Data collected since the center opened in August 2001 proves the Wellness Center has impacted the lives of numerous students, faculty and staff and continues to serve people on campus in the areas of fitness, student health services and child care:

Fitness Programs Membership & Usage*:

MEMBERSHIP	FALL 2003	FALL 2002	FALL 2001
Total Student Membership	5,562	5,100	4,343
Total Faculty/Staff/Associate Members	188	193	122
Total Dual Membership	38	N/A	N/A
Average Weekly Transactions	4,809	4,374	3,780
Average Daily Transactions	687	625	540
Monday	1,033	951	792
Tuesday	922	838	720
Wednesday	936	793	681
Thursday	795	716	644
Friday	574	574	516
Saturday	265	242	206
Sunday	281	260	221

* Students are required to fill out new membership agreements each year at the beginning of the summer in order to keep records up-to-date and to gain a more accurate count of total members through the year. Faculty, staff and associate memberships carry forward from year to year.

Child Care Service Usage*:

CHILD CARE	FALL 2003	FALL 2002	FALL 2001
Total Number of Children during Semester	110	114	59
Average Daily Attendance	17	20	6
Most Children in One Day	33	31	14
Average Number of Families per Month	50	50	21
Total Contracted Care	3 full-time 2 part-time	3 full-time 2 part-time	4 full-time

* Childcare services exceeded first year service expectations.

Project Description:

This addition will consist of an additional 72,334 square feet, which will expand the Fitness Program and Child Care areas of the Center and also provide space for the Campus Recreation/Intramural Sport Program (currently administratively housed within Athletics.) Included in the fitness portion of the addition will be additional strength and cardiovascular rooms and equipment, a group exercise room, a suspended running track, three basketball courts, a multipurpose activity court, four racquetball courts, a climbing wall, a martial arts room, a spinning (cycling) room and larger locker rooms. Childcare will be enlarged to expand from the current 18-child limit to 40 children at any one time. Included in the expansion will be additional play/activity areas, a nursing/lactating room, quiet crib room space, a larger entry, a larger kitchen, and more storage. Construction is slated for spring of 2006.

Funding Source:

On April 9, 2003, NDSU students overwhelmingly approved an increase to the student health and wellness fee. With this vote, the Wellness Center portion of the fee increased from \$38 per semester to \$80 for full-time students and an additional \$3.50 per credit hour for summer school students and students enrolled in fewer than 12 credits per semester, beginning spring semester 2005. Revenues collected prior to the completion of the expansion will be used to pay some initial construction costs, to pay the interim interest charges while under construction, and to provide start-up funds for the first year of operation. Revenue bond proceeds will be used to finance the remainder of the construction. The portion of the \$42 fee increase that is used to retire the revenue bonds will continue only until the last bond payment is made, but the portion that is used to cover the operations of the Wellness Center Addition will continue to be assessed after the bond debt has been paid.

(For additional information on the project, please see <http://wellness.ndsu.nodak.edu/expansion/update.shtml>)