

2013 HOUSE EDUCATION

HB 1317

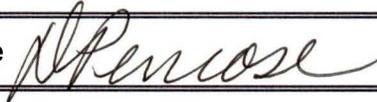
2013 HOUSE STANDING COMMITTEE MINUTES

House Education Committee
Pioneer Room, State Capitol

HB 1317
January 28, 2013
17842

Conference Committee

Committee Clerk Signature



Minutes:

Ch. Nathe: We will open the hearing on HB 1317.

Rep. Marie Strinden: Sponsor, support (attached #1 testimony and graphs & read attached #2).

Rep. J. Kelsh: It is shocking to hear that \$23,900 is the average pay. What is the starting pay and is this for FT people.

Rep. Marie Strinden: Yes, this is for FT, and I don't know what the starting pay is because it wasn't in the report.

Rep. Heilman: In the past, the STEM occupations loan forgiveness program, a lot of the impetus behind those was to recruit people into the state because industry felt that there were not enough qualified people in the STEM degree programs here in ND to work in those positions. I don't see any restriction that they had to have gone to an in-state institution. Is part of this to incentivize some people to pursue that field of study, and to recruit those from other states that might be looking for opportunities elsewhere.

Rep. Marie Strinden: That was certainly the reason that we left off ND educated because we wanted to attract high quality teachers from other states. Truthfully, there are so many qualified early childhood educators and care providers in ND that we have enough here too.

Ch. Nathe: Thank you.

Sen. Joan Heckaman: Support (see attached #3).

Ch. Nathe: Thank you. Further testimony in support.

Bret Weber, City Council Member, Grand Forks: Support (see attached #4).

Ch. Nathe: I agree with you with your issue with the remedial education you must do. In your testimony, you write that we are facing an outmigration of young

families. We've been hearing about schools being overwhelmed and in-migration of families.

Bret Weber: We currently have a nice in-migration and we should be doing everything we can to keep those families here. The boom and the oil patch are a wonderful thing, I'm hoping that it lasts for a long time. Either way, we should be taking advantage of the current boom to create sustainability. One thing we can do is to encourage those families to stay here.

Ch. Nathe: Thank you. Further testimony in support.

Aimee Copas, Academic Affairs Associate for NDUS: Support (see attached #5).

Ch. Nathe: How does this loan pay down program help early childhood education industry. How does it help by paying off their loan, because they are making \$23,500 a year. Why should we help pay off their loan as compared to somebody else who had to pay off their total loan balance.

Aimee Copas: One of the things that the ND University system is trying to do better is advise our students. Part of that is the honesty behind what you make when you go into a program. I started as an education major, and an English student doesn't make a whole lot more teaching in small town SD where I was from, as does a childcare provider. Now with that knowledge in mind, on the front end, some students may choose to say that they don't want to go into this field. But there is certainly demand in that area. If we can offer the offset of loan pay downs for students that graduate in that field, it may encourage someone to go into the program. We know there is the demand and we know that certain degree programs pay better than others. So we need to incentivize certain degree programs where we know we have demand, but it just doesn't fulfill the need on the compensation part.

Ch. Nathe: When I attended college, I had a large number of loans to take care of. Had somebody bought my college loan off at that time, I would still have the same expenses, and still would have been paying the low rate that I received when I started. I started at \$13,000; my point is that even though you pay off the loan, it still doesn't really affect what that person is making per year. You're still going to have the low wages; but the private sector sets the price. I don't see how paying off the loan will increase, I can see how it takes one expense off their monthly expenses list that they have to pay for, but in the long run I don't see how that helps them out.

Aimee Copas: That is what it does. I know a music teacher in Wilton who has 4 kids of her own, but decided to stay home to run a day care to help not only the community but her own children. An opportunity like this, would help make ends meet and encourage her to continue to bring the experience that she has from being a teacher, into the home, being a daycare provider and a good service to a growing community just to the north of us.

Ch. Nathe: But being a daycare provider out of your house, then having the state pay off your loan, being that you run the business out of your home, you also have expenses that you get to write off.

Rep. Meier: When you talked about having additional funding in your office for staffing to administer these programs, are you talking about a half FTE, or a full FTE.

Aimee Copas: That really depends. When we look at what is going to pass through the House and Senate sides and see what the impact is going to be we're going to have a better idea of what kind of staffing needs that we're going to have to appropriately administer the grants and I would imagine that conversation is going to be had as to what that fee would be. We're not asking for any more, we're asking that out of that amount, could we assess a fee to help defer administrative costs.

Rep. Meier: If there weren't any additional funding to support that, would you be okay working this into your budget then.

Aimee Copas: I don't have the authority to state that.

Ch. Nathe: In your experience, if this bill were to pass, do you see an increase in the number of students going into this field.

Aimee Copas: I wish I could answer that. In some environments it's easy to recruit for but often times we meet with the conversation that you and I just had a moment ago with quite frankly the market drives the need here. There is need behind it. It remains to be seen.

Rep. Rohr: I agree with you that we have all these buyback loans and repayments in nursing, physicians, dentists, etc. but what ends up happening, even though we know and believe in the principle of market driven business, there becomes a misdistribution, so in the bigger cities we are hoping to incentivize people in Williston or in the western part of the state to take advantage of this so they would stay in the area to work.

Aimee Copas: To your expression of that, even here in Bismarck finding childcare is becoming very difficult. It's moving its way from there eastward. I don't know if this is the best way to address the problem. I'm sure it's coming from a lot of different angles.

Rep. Rohr: If this passes, we would look at it during the next session and look at the data and see what is happening. It doesn't indicate underserved or underserved areas.

Aimee Copas: You may in your mind the sprouting of an amendment to this bill to try and make it more appropriate.

Rep. J. Kelsh: Maybe we need to do some things differently. People aren't going to stay at a \$23,000 job nowadays. They can't make a living at it. So why wouldn't you

move on. The best people are the ones that are moving on, not the poorest ones because they probably can't move on as easily. I think that is the crux of the matter.

Aimee Copas: You bring up a good point, and that brings us back to a conversation around several industries that greatly impact our state. As a former high school principal as well, I continually saw fantastic teachers leave despite my pleading for them to stay, because they could get paid better elsewhere. And when they are really good, those are the ones you lose because they are really good, and they can do other things. I couldn't raise my family being a high school teacher teaching English in a small town, so I am doing other things.

Ch. Nathe: Are there child care providers out there that will pay for their employees' educational background as an incentive to come up with a better package to keep or to attract some of these people.

Aimee Copas: I don't know.

Ch. Nathe: Thank you. Further testimony in support of HB 1317.

Steph Braunagel, student at U of Mary: Support (see attached #6).

Ch. Nathe: Does U of Mary help with placement after you graduate.

Steph Braunagel: I'm sure if I asked someone they would help me.

Rep. Rohr: Why did you go into this field.

Steph Braunagel: I really like working with kids and I think it is an important field, especially for early childhood. In high school, I was a lifeguard and taught swimming lessons. I love the passion of teaching kids something and seeing them understand what you're talking about.

Ch. Nathe: Thank you. Further testimony in support.

Janet Bassingthwaite, ND Association for the Education of Young Children: Support (see attached #7).

Rep. Rohr: This is the first time I have heard of this association, for the education of young children. It is important that we have a supportive network out there. How involved are the parents in this particular association.

Janet Bassingthwaite: This is a professional association, so parents aren't as involved with this organization. We have childcare providers, kindergarten teachers, etc. We focus on birth to age 8.

Ch. Nathe: Thank you. Further testimony in support.

House Education Committee

HB 1317

January 28, 2013

Page 5

Kay Larson, Professional Development Coordinator for Child Care Resource and Referral: Support (see attached #8).

Ch. Nathe: Thank you. Further testimony in support. Testimony in opposition. We will close the hearing.

2013 HOUSE STANDING COMMITTEE MINUTES

House Education Committee
Pioneer Room, State Capitol

HB 1317
January 30, 2013
18010

Conference Committee

Committee Clerk Signature



Minutes:

Ch. Nathe: Let's take a look at HB 1317. This bill deals with the student loan pay down program for early childhood education and care providers. What are the committee's wishes.

Rep. Mock: I missed the testimony and I'm seeing some proposed amendments. Have any of these amendments been adopted.

Ch. Nathe: No, it's as it came in.

Rep. Meier: Let's say one of these students is educated in the state, there's no guarantee that they are actually going to stay in the state. That is a concern to me.

Ch. Nathe: I guess I fail to see how the student loan program will actually raise their wage. I think it's wonderful to get into it, I agree their wages are too low. When you look at the bill, we're probably looking at about 50 people. I kind of question the effectiveness with the results. I don't see that this will help.

Rep. Rust: We kind of need to have a philosophy, we have been doing some buy downs in areas where there have been shortages. We've done it for teachers where there have been shortages. We've probably done it with medical people as well. As a state we start education at grade K. This tosses us into an area prior to that. I don't think I can support this bill.

Ch. Nathe: I think the market drives the prices. I've seen it out west and they need the help.

Rep. J. Kelsh: I think the purpose was not to raise the wages, but would recognize how low the wages are and this would help pay off some student loans. Help keep some of those folks in ND. I don't think it would drive them away. The intention was because of the low wages, to help them pay off student loans and keep them in the state. We do need them and care about them. I don't think the market is really working in that area when you have wages at that level, especially in the western part of the state. McDonalds pays higher than that.

Rep. Schatz: I move a Do Not Pass.

House Education Committee
HB 1317
January 30, 2013
Page 2

Rep. B. Koppelman: Second the motion.

8 YES 5 NO 0 ABSENT

DO NOT PASS

CARRIER: Rep. Schatz

Date: 4/30/13

Roll Call Vote #: 1

2013 HOUSE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. 1317

House EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number _____

Action Taken: Do Pass Amended Rerefer to Appropriations

Do Not Pass Adopt Amendment

Motion Made By Rep. Schatz Seconded By Rep. Koppelman

Representatives	Yes	No	Representatives	Yes	No
Chairman Mike Nathe	✓		Rep. Bob Hunsakor		✓
Rep. Mike Schatz	✓		Rep. Jerry Kelsh		✓
Rep. Joe Heilman	✓		Rep. Corey Mock		✓
Rep. Brenda Heller		✓			
Rep. Dennis Johnson	✓				
Rep. Ben Koppelman	✓				
Rep. Lisa Meier	✓				
Rep. Karen Rohr		✓			
Rep. David Rust	✓				
Rep. John Wall	✓				

TOTAL (YES) 8 (NO) 5 (ABSENT) 0

FLOOR ASSIGNMENT Rep. Schatz

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

REPORT OF STANDING COMMITTEE

HB 1317: Education Committee (Rep. Nathe, Chairman) recommends DO NOT PASS
(8 YEAS, 5 NAYS, 0 ABSENT AND NOT VOTING). HB 1317 was placed on the
Eleventh order on the calendar.

2013 TESTIMONY

HB 1317

Marie Strinden, District 18 Representative- HB 1317 Testimony- January 28th, 2013

Good morning Mr. Chairman, members of the House Education Committee. I am Marie Strinden, Representative from District 18 in Grand Forks and including part of the Grand Forks Air Force Base. House Bill 1317 will add early childhood education and care professionals to the existing Teacher Shortage Loan Forgiveness Program, currently available for K-12 teachers. I have attached the Century Code outlining this Teacher Shortage model with additional financial information.

To qualify for the Early Childhood Professionals Loan Paydown Program, an applicant must have a baccalaureate or associate's degree in a program of early childhood education or care, must have been employed full-time for the last 12 months by a licensed North Dakota facility- this includes Head Start, home daycares, early childhood education centers, etc.- and have at least \$1,000 of outstanding student loans. Like the existing Teacher Shortage Loan Paydown Program, the Early Childhood Paydown Program will be administered by the State Board of Higher Education, applications will be accepted chronologically, and participants can only receive funding for a maximum of 5 years.

I have offered an amendment with this testimony that clarifies the types of eligible degrees and removes the July 1st, 2013 graduation date so that the program can benefit current as well as future teachers and care providers. In addition to the suggested amendment, I have also included relevant parts of the 2010-2020 Long-Term Employment Projections Report created by the North Dakota Workforce Intelligence Network. I have not provided the entire 200 page report, but it is available for download at Job Service North Dakota's website. The report offers North Dakota growth projections between 2010 and 2020 for a number of major occupational groups. Numbers may be low because this report was created using data through December 2010, and it may not reflect the increased amount of early childhood professionals needed due to the increased oil and gas industry.

Childcare workers are 11th in occupations ranked by replacement openings at 1,329. Adding the 332 new childcare workers we will need between 2010 and 2020, childcare workers are ranked 20th in Total Openings and are 4th for careers that require college education. Two of the top 3 careers on this list requiring college degrees- registered nurses and elementary school teachers- are already covered by other legislature approved loan paydown programs. Assuming all years are equal, North Dakota needs 166.1 new early childhood educators and caretakers per year.

The report also provides the average 2011 wages for Head Start, Nursery School and Pre-Kindergarten teachers: \$23,940. Daycare providers made an average of \$17,960 in 2011.

PROPOSED AMENDMENTS TO HOUSE BILL 1317

Page 1, Line 13 after " early childhood education" insert "development, or applicable degree."

Page 1, Line 13 remove "after July 1, 2013"

Therefore the proposed amendment would read:

Must have obtained an associate's degree or a baccalaureate degree in a program of early childhood education, development, or applicable degree.

I will now read several testimonies from experts who are here in spirit, but not in body, and then there are several other representatives here to testify.

Pamela Schumaker, Family Child Care Coordinator, Grand Forks Air Force Base

HB 1317 Testimony- January 28th, 2013

The many years of research within the early childhood profession have proven the most important years for a child's brain development are the first 3 years of life. We know how important it is to recruit highly trained professionals to work with our children, but it is still the lowest paying job in the current job market; Often minimum wages, with little or no benefits. Right now you can get a job delivering pizza for 12-15 dollars an hour. Parent fees are not enough to cover operating costs and salaries.

We need to help people that have chosen this field with their educational costs. I myself, had to leave the state of North Dakota as I could not earn a living in my chosen field. After more than 25 years as a childcare center director and a preschool owner, I could not earn enough at the time to stay in North Dakota. It took 8 years to be able to find a position that allowed me to return to North Dakota. Please do what you can to support these early childhood professionals in this all so important career.

OCCUPATIONS RANKED BY REPLACEMENT OPENINGS

	2010 Est Emp	2020 Proj Emp	Numeric Change	Percent Change	Growth Openings	Replacement Openings	Total Openings	Average 2011 Wages	Typical Entry- Level Edu.
1 Cashiers	11,562	12,507	945	8.2	945	5,246	6,191	18,560	LH
2 Farmers, Ranchers, and Other Agricultural Managers	26,735	26,269	-466	-1.7	0	5,214	5,214	79,280	HS
3 Waiters and Waitresses	7,372	8,510	1,138	15.4	1,138	3,680	4,818	19,470	LH
4 Retail Salespersons	11,924	13,884	1,960	16.4	1,960	3,503	5,463	27,840	LH
5 Combined Food Preparation and Serving Workers	7,099	8,636	1,537	21.7	1,537	1,981	3,518	18,190	LH
6 Office Clerks, General	10,834	12,999	2,165	20.0	2,165	1,917	4,082	24,230	HS
7 Heavy and Tractor-Trailer Truck Drivers	9,211	15,361	6,150	66.8	6,150	1,832	7,982	43,300	HS
8 Laborers & Freight, Stock & Material Movers, Hand	5,104	6,695	1,591	31.2	1,591	1,632	3,223	27,370	LH
9 Customer Service Representatives	5,099	6,170	1,071	21.0	1,071	1,448	2,519	30,030	HS
10 Janitors/Cleaners, Exc. Maids & Housekeeping Wkrs	7,258	8,037	779	10.7	779	1,368	2,147	24,400	LH
11 Childcare Workers	4,222	4,554	332	7.9	332	1,329	1,661	17,960	HS
12 Registered Nurses	7,137	8,699	1,562	21.9	1,562	1,292	2,854	57,600	AD
13 Elementary School Teachers, Exc. Special Edu.	5,432	6,251	819	15.1	819	1,194	2,013	44,270	BD
14 Counter Attendants, Cafeteria, & Food Concession	1,485	1,540	55	3.7	55	1,077	1,132	19,560	LH
15 Bartenders	3,035	3,468	433	14.3	433	1,056	1,489	18,520	LH
16 Stock Clerks and Order Fillers	4,220	4,151	-69	-1.6	0	1,049	1,049	23,690	LH
17 Teacher Assistants	4,370	4,821	451	10.3	451	986	1,437	26,090	HS
18 Tellers	2,391	2,717	326	13.6	326	983	1,309	24,030	HS
19 Sales Rep., Wholesale & Mfg, Exc. Tech. Products	4,138	5,023	885	21.4	885	974	1,859	51,730	HS
20 First-Line Supervisors of Retail Sales Workers	3,875	4,256	381	9.8	381	904	1,285	36,740	HS
21 Licensed Practical and Licensed Vocational Nurses	3,368	3,799	431	12.8	431	898	1,329	36,830	PA
22 Maids and Housekeeping Cleaners	5,247	5,796	549	10.5	549	883	1,432	19,560	LH
23 Nursing Aides, Orderlies, and Attendants	6,736	7,498	762	11.3	762	869	1,631	26,160	PA
24 Receptionists and Information Clerks	2,807	3,275	468	16.7	468	849	1,317	24,900	HS
25 General and Operations Managers	4,419	5,061	642	14.5	642	822	1,464	97,910	AD
26 Bookkeeping, Accounting, and Auditing Clerks	7,419	9,053	1,634	22.0	1,634	816	2,450	32,930	HS
27 Food Preparation Workers	2,188	2,254	66	3.0	66	788	854	21,770	LH
28 Carpenters	3,603	4,384	781	21.7	781	764	1,545	35,060	HS
29 Host & Hostess, Restaurant, Lounge & Coffee Shop	1,065	1,179	114	10.7	114	748	862	18,000	LH
30 Secondary School Teachers, Exc. Special & Voc. Edu	2,666	2,804	138	5.2	138	729	867	42,630	BD
31 First-Line Supervisor, Office Admin. Support Wkrs	2,720	3,085	365	13.4	365	728	1,093	44,180	HS
32 Farmworkers & Laborers, Crop, Nursery & Greenhouse	2,324	2,338	14	0.6	14	708	722	23,960	LH
33 Accountants and Auditors	2,903	3,538	635	21.9	635	624	1,259	54,080	BD
34 Automotive Service Technicians and Mechanics	2,379	2,757	378	15.9	378	615	993	38,420	PA
35 Dishwashers	1,332	1,514	182	13.7	182	608	790	17,640	LH
36 Computer Support Specialists	2,182	2,698	516	23.6	516	573	1,089	43,280	AD
37 Electricians	2,103	2,503	400	19.0	400	567	967	48,210	HS
38 Welders, Cutters, Solderers, and Brazers	2,123	2,682	559	26.3	559	567	1,126	42,160	PA
39 Cooks, Restaurant	2,615	3,123	508	19.4	508	557	1,065	21,680	LH
40 Amusement and Recreation Attendants	961	1,057	96	10.0	96	552	648	18,930	LH
41 First-Line Supervisor, Construction Trades Workers	2,360	3,774	1,414	59.9	1,414	544	1,958	61,930	HS
42 Light Truck or Delivery Services Drivers	2,699	3,198	499	18.5	499	537	1,036	30,260	HS
43 Supervisors, Food Preparation & Serving Workers	2,457	2,784	327	13.3	327	521	848	29,670	HS
44 Operating Engineers & Other Const. Equip. Oprs.	2,241	2,871	630	28.1	630	519	1,149	49,540	HS
45 Team Assemblers	2,588	3,235	647	25.0	647	513	1,160	28,470	HS
46 Gaming Dealers	1,185	1,278	93	7.8	93	508	601	24,240	HS
47 Parts Salespersons	1,278	1,564	286	22.4	286	467	753	33,870	LH
48 Landscaping and Groundskeeping Workers	2,615	3,086	471	18.0	471	462	933	23,850	LH
49 Helpers--Dining Room, Cafeteria, & Bartender	1,230	1,383	153	12.4	153	458	611	18,520	LH
50 Maintenance and Repair Workers, General	2,481	2,892	411	16.6	411	456	867	37,780	HS

SUMMARY TABLE NOTES:

GROWTH OPENINGS

Growth openings are the number of anticipated openings due to new job growth. If numeric change is negative, growth openings are zero.

REPLACEMENT OPENINGS

Replacement openings are the number of anticipated openings due to workers who permanently leave an occupation (i.e. retirement, death, etc.).

TOTAL OPENINGS

Total openings are the summation of growth openings and replacement openings.

TYPICAL ENTRY-LEVEL EDUCATION

Typical entry-level education describes the education level most workers need to enter the occupation.

LH Less than high school HS High school diploma or equivalent PA Postsecondary non-degree award AD Associate's degree BD Bachelor's degree MD Master's degree

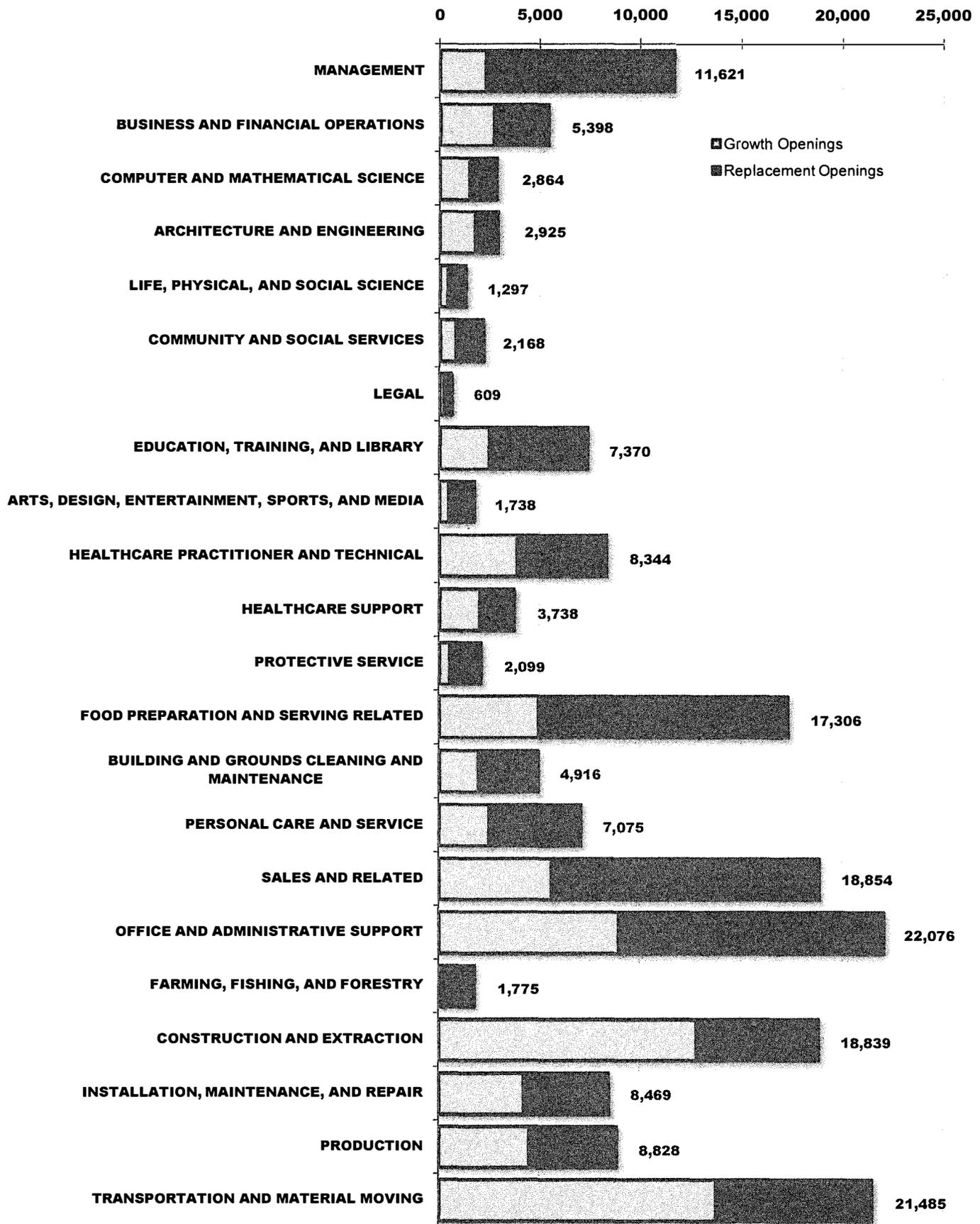
DO Doctoral or professional degree

AVERAGE 2011 WAGES

Occupational wage data are based on the 2011 Occupational Employment Statistics (OES) survey. Wage data exclude overtime pay and earnings from self-employed workers.

The summary table is restricted to those occupations with a 2010 base employment of 100 or greater.

PROJECTED TOTAL OPENINGS BY MAJOR OCCUPATIONAL GROUPS



25-1194 Vocational Education Teachers, Postsecondary**Alternate Job Title(s):** Barbering Instructor; Cosmetology Professor; Mechanical Maintenance Instructor

Teach or instruct vocational or occupational subjects at the postsecondary level (but at less than the baccalaureate) to students who have graduated or left high school. Includes correspondence school, industrial, and commercial instructors; and adult education teachers and instructors who prepare persons to operate industrial machinery and equipment and transportation and communications equipment. Teaching may take place in public or private schools whose primary business is education or in a school associated with an organization whose primary business is other than education.

Typical Entry-Level Education

Bachelor's degree

Related Work Experience

1 to 5 years

Typical On-the-Job Training

None

Long-Term Job Growth Outlook: Avg to Near Avg Growth

2010 Estimate	2020 Projection	Numeric Change	Percent Change	Growth + Replacement Openings	=	Total Openings	Average 2011 Wages
259	306	47	18.1	47		88	\$49,170
Annualized:		5	1.7	5		9	

25-2011 Preschool Teachers, Except Special Education**Alternate Job Title(s):** Head Start Teacher; Nursery School Teacher; Pre-Kindergarten Teacher

Instruct preschool-aged children in activities designed to promote social, physical, and intellectual growth needed for primary school in preschool, day care center, or other child development facility. May be required to hold State certification. Substitute teachers are included in "Teachers and Instructors, All Other" (25-3099). Excludes "Childcare Workers" (39-9011) and "Special Education Teachers" (25-2050).

Typical Entry-Level Education

Associate's degree

Related Work Experience

None

Typical On-the-Job Training

None

Long-Term Job Growth Outlook: Below Average Growth

2010 Estimate	2020 Projection	Numeric Change	Percent Change	Growth + Replacement Openings	=	Total Openings	Average 2011 Wages
339	370	31	9.1	31		119	\$23,940
Annualized:		3	0.9	3		12	

25-2012 Kindergarten Teachers, Except Special Education

Bright Outlook

Alternate Job Title(s): Bilingual Kindergarten Teacher

Teach elemental natural and social science, personal hygiene, music, art, and literature to kindergarten students. Promote physical, mental, and social development. May be required to hold State certification. Substitute teachers are included in "Teachers and Instructors, All Other" (25-3099). Excludes "Special Education Teachers" (25-2050).

Typical Entry-Level Education

Bachelor's degree

Related Work Experience

None

Typical On-the-Job Training

Internship/residency

Long-Term Job Growth Outlook: Avg to Near Avg Growth

2010 Estimate	2020 Projection	Numeric Change	Percent Change	Growth + Replacement Openings	=	Total Openings	Average 2011 Wages
535	615	80	15.0	80		219	\$40,140
Annualized:		8	1.4	8		22	

*N/A" indicates the data or information cannot be released due to reliability, availability or confidentiality restrictions.

39-9011 Childcare Workers



Alternate Job Title(s): Au Pair; Daycare Provider; Nanny

Attend to children at schools, businesses, private households, and childcare institutions. Perform a variety of tasks, such as dressing, feeding, bathing, and overseeing play. Excludes "Preschool Teachers, Except Special Education" (25-2011) and "Teacher Assistants" (25-9041).

Typical Entry-Level Education
High school diploma or equivalent

Related Work Experience
None

Typical On-the-Job Training
Short-term, on-the-job training (< 30 days)

Long-Term Job Growth Outlook: Below Average Growth

2010 Estimate	2020 Projection	Numeric Change	Percent Change	Growth Openings	+ Replacement Openings	= Total Openings	Average 2011 Wages
4,222	4,554	332	7.9	332	1,329	1,661	\$17,960
Annualized:		33	0.8	33	133	166	

39-9031 Fitness Trainers and Aerobics Instructors



Alternate Job Title(s): Personal Trainer; Yoga Instructor

Instruct or coach groups or individuals in exercise activities. Demonstrate techniques and form, observe participants, and explain to them corrective measures necessary to improve their skills. Excludes teachers classified in 25-0000 Education, Training, and Library Occupations. Excludes "Coaches and Scouts" (27-2022) and "Athletic Trainers" (29-9091).

Typical Entry-Level Education
High school diploma or equivalent

Related Work Experience
None

Typical On-the-Job Training
Short-term, on-the-job training (< 30 days)

Long-Term Job Growth Outlook: Below Average Growth

2010 Estimate	2020 Projection	Numeric Change	Percent Change	Growth Openings	+ Replacement Openings	= Total Openings	Average 2011 Wages
848	944	96	11.3	96	136	232	\$22,710
Annualized:		10	1.1	10	14	24	

39-9032 Recreation Workers



Alternate Job Title(s): Activities Aide; Camp Counselor; Playground Worker

Conduct recreation activities with groups in public, private, or volunteer agencies or recreation facilities. Organize and promote activities, such as arts and crafts, sports, games, music, dramatics, social recreation, camping, and hobbies, taking into account the needs and interests of individual members.

Typical Entry-Level Education
High school diploma or equivalent

Related Work Experience
None

Typical On-the-Job Training
Short-term, on-the-job training (< 30 days)

Long-Term Job Growth Outlook: Below Average Growth

2010 Estimate	2020 Projection	Numeric Change	Percent Change	Growth Openings	+ Replacement Openings	= Total Openings	Average 2011 Wages
1,101	1,242	141	12.8	141	176	317	\$26,050
Annualized:		14	1.2	14	18	32	

*N/A" indicates the data or information cannot be released due to reliability, availability or confidentiality restrictions.

15-10-38. Loans Teacher shortages Loan forgiveness.

1. The state board of higher education shall administer a student loan forgiveness program for individuals teaching at grade levels or in content areas identified as having a teacher shortage. The board shall adopt rules to implement the program.
2. The superintendent of public instruction shall annually identify the grade levels and content areas in which a teacher shortage exists.
3. To be eligible for loan forgiveness under this section, an individual:
 - a. Must have been admitted as a full-time student in a teacher preparation program, with the declared intention to teach at a grade level or in a content area identified by the superintendent of public instruction as one in which a teacher shortage exists; and
 - b. Must have obtained a student loan.
4. An individual may receive up to one thousand dollars per year and a maximum of five thousand dollars, or a lesser amount established by rule adopted by the state board of higher education under this section.
5. The board shall consider all applications under this section in chronological order.
6. Upon notification that the individual has completed a full year of teaching in a school district or nonpublic school in this state at a grade level or in a content area identified by the superintendent of public instruction as one in which a teacher shortage exists, the board shall distribute funds directly to the Bank of North Dakota to repay outstanding loan principal balances for eligible applicants.

Additional Information:

The Legislative Assembly, in 2011, provided \$3,176,344 for education incentive programs during the 2011-13 biennium. Of this amount, the University System office allocated \$721,000 for the Teacher Shortage Loan Forgiveness program. The remaining funding for education incentive programs is primarily being used for a separate program, which provides student loan forgiveness to college graduate employed in the state in a science, technology, engineering, or mathematics field.

The 2013-15 executive budget recommendation includes funding of \$3,349,000 for education incentive programs. Of this amount, the University System estimates using \$752,000 for the Teacher Shortage Loan Forgiveness program. Of the entire \$3,349,000 included in the 2013-15 executive budget for education incentive programs, \$752,000 is estimated to be used for the teacher shortage loan forgiveness program, \$2,337,000 is estimated to be used for the technology (STEM) occupations student loan forgiveness program, and \$260,000 is estimated to be provided to institutions to increase the number of students receiving doctoral degrees. The source of funding for the education incentive programs is the general fund. The executive budget includes the appropriation for education incentive programs in Senate Bill No. 2003 which is the appropriations bill for the University System.

To: Mike Nathe, Chairman, Education Committee

**From: Jo-Anne Yearwood and Jennifer Beck on behalf of
Grand Forks, Director's Association**

Date: January 25, 2013

Re: Testimony in support of HB 1317

The Grand Forks Director's Association membership consists of all of the child care center directors or a designated representative in the Grand Forks area, including Head Start and Early Head Start.

We urge your support of HB 1317

Recent studies show that the average student loan debt of college students is \$26,000. Early Childhood teachers with degrees, employed in childcare programs around the state earn between \$9.00 and \$11.00 an hour. The majority of these positions do not offer any health benefits and if they do, the employee pays of half of that cost. Graduates become discouraged because many are unable to support themselves on these wages and end up leaving the field to work for higher paying jobs. To aid students and recent graduates in their efforts to remain in the field and provide families with high quality early care and education, a proposed loan pay down program for early childhood education providers is outlined in HB1317.

Why support student who have accumulated student loan debt?

Early Childhood Education students leave college excited to apply everything they have learned about early care and education, ready to implement all of the developmentally appropriate programming practices they have learned that will support the growth and development of the very young and most vulnerable members of our society. Much of this knowledge and enthusiasm is lost when these teachers leave the profession because of inability to pay back their student debts. Subsequently, children suffer when there is inconsistency in their care and education environments.

It is also important to support this bill because two other loan forgiveness programs currently exist in the state of North Dakota. One of those programs (Science, Technology, Engineering and Mathematics (STEM) Occupations Student Loan Program) reduces student loan indebtedness for individuals who have graduated in a STEM related field and are employed in a STEM occupation in North Dakota for one year. The other program (Teacher Shortage Loan Forgiveness Program) reduces a student's loan indebtedness for individuals teaching in North Dakota at grade levels and/or content areas identified by the Department of Public Instruction as having a teacher shortage. Early childhood education would remain a more competitive option for attracting teacher candidates with the availability of a loan pay down.

We believe passing HB 1317 is one-step to creating a more stable and dynamic early childhood education workforce in the state of North Dakota.

HB 1317

Senator Heckaman

Chairman and Members of the Committee:

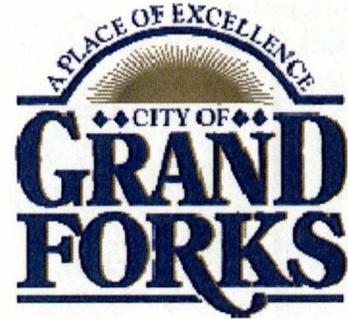
I am Senator Joan Heckaman from New Rockford and I represent District 23.

I am here today to support HB 1317. This bill is an important step in insuring quality early childhood education and care. Supporting individuals who may want to enter this career field will increase the number of qualified ~~personnel~~ ^{personnel} ready to enter the work force.

I see this as a win-win situation for families, children, grandparents, and business and industry across the state.

Please support HB 1317.

**TESTIMONY OF BRET WEBER, CITY COUNCIL MEMBER
CITY OF GRAND FORKS, NORTH DAKOTA
IN SUPPORT OF HOUSE BILL 1317
EDUCATION COMMITTEE
REPRESENTATIVE MIKE NATHE, CHAIRMAN
MONDAY, JANUARY 28, 2013**



Good morning Chairman Nathe and Members of the Education Committee. My name is Bret Weber. I am a City Council member from the City of Grand Forks, and co-chair of our city's legislative committee. I'm here to speak in support of House Bill 1317.

Included in our city's legislative priority list is support of housing and job creation. Explicitly stated under that heading, we have included support of assistance for child care. Let me begin by explaining why I believe that support for HB 1317 is consistent with and so important to support for sound economic development in our state.

One of the historic challenges we have faced in North Dakota is the outmigration of young families. With today's booming economy there are increasing reasons for young professionals and their children to stay in our state—this includes those young people native to the state, those who have come here to be educated in our universities, and those who are taking advantage of our attractive employment opportunities. We should be taking every advantage to keep them here and to encourage them to build lives, homes, and businesses. However, we know that our state has both a shortage of child care workers and very high turnover among those who provide these important services. This is a disincentive to those young families who are considering whether or not to embrace our state as part of the future. Failing to do all we can to keep these young people here means running risk of continued population loss and brain drain. We must not neglect this unique opportunity to welcome and embrace the growth of young families in our state.

It is also worth noting that while HB 1317 should be seen as an economic development and job creation bill, it does so without competing in anyway with the private sector. Indeed,

Testimony of Bret Weber, City of Grand Forks
House Education Committee
House Bill 1317
January 28, 2012
Page 2

this would help to produce workers for the child care industry and provide an incentive for those workers to stay here.

Additionally, this is clearly an education issue. As a professor at the University of North Dakota I embrace the goals of raising the rigor and the profile of our higher education system. However, the reality is that I spend far too much time in remedial training. If we want an excellent university system we must improve our public education system. One of the best ways to do that is to help prepare children for success before they enter that system. North Dakota has an opportunity to help create the best prepared kindergarteners in the nation. They are, in so many ways, our future and our legacy. CREATING THE BEST PREPARED KINDERGARTENERS IN THE NATION is a sound way to build our next generation of innovators, and economic and societal leaders.

Thank you for the opportunity to offer an explanation about our city's support for HB 1317. I hope you will consider supporting this opportunity to help assure services for our children, to spur job growth and the economic health of our communities, and to advance our shared future.

House Bill NO. 1317

House Education

Mr. Chair, members of the House Education Committee. Good morning. For the record, my name is Aimee Copas and I am the Academic Affairs Associate for the North Dakota University System. Thank you for giving me the opportunity to present information to you today.

Our state is experiencing a host of unique opportunities. With these opportunities have also come several challenges, one of these being a dramatic deficiency of childcare in the state. In fact, according to Linda Reindke, the ND Child Care Resource and Referral Program Director states that most counties in western North Dakota are presently meeting less than 25% of the demand and the data further indicates that over 5,200 combined spaces are needed in the counties of Adams, Billings, Dunn, McKenzie, Mercer, Montrail, Stark, Ward, and Williams alone.

House Bill No. 1317 providing an appropriation to the State Board of Higher Education for the purpose of student loan buy down for individuals who are providing early childhood education or early childhood care in the amount of \$100,000, or so much of the sum as may be necessary, has the full support of the North Dakota University System.

Our support, however, comes with one suggested amendment, namely that the committee consider adding an amendment to the bill allowing for a deduction of a service fee out of the appropriate dollars for administering the funds maintained under this section.

This request is due to the understaffed nature of the NDUS office and the expectation that additional personnel will be required to assist in the administrative handling of this and other grants. Currently staff that assist in the administration of such grants are at full capacity. Our office is currently administering approximately \$3 million in grants, and under the new budget this amount has increased an additional \$45 million for the administration of Challenge Funds, New Program Startup, Master Plan requirements, etc. As you may be aware, indirect charges for the administration of grants is a standard practice with federal and many state granting agencies.

Accordingly we proposed the following change to House Bill No. 1317

Page 2, line 6, after “biennium,” insert “annually, the Board may deduct a service fee for administering the funds maintained under this section.”

#6

Hello, my name is Steph Braunagel and I am a junior at the University of Mary. I graduated high school in Valley City. I am majoring in Elementary Education and Early Childhood. Right now I have around \$18,000 in college debt. By the time I get out of college I will have around \$22,000 in college debt. I have unsubsidized stafford loans and I also have a scholarship through the University of Mary. During the summer I work two jobs in order to pay for college. With all the hard work I do when I graduate I will still have a huge amount of money in college debt. When I graduate I would like to stay in North Dakota, but I am very concerned about having to pay off my college debt with the salary I will be getting when I am done. Education for a child doesn't ^{begin} begin in kindergarten it ^{begins} begins at a young age. Early childhood is an important field and is definitely needed. This bill would be a valuable incentive to reduce turnover and keep people in the state.

Mr. Chairman and members of the committee my name is Janet Bassingthwaite. I'm here today representing the 250 members of the North Dakota Association for the Education of Young Children (NDAEYC) in support of HB 1317. As affiliates of the national organization we are part of the leading membership association working to improving the quality of care and education for children.

Ideally young children should be cared for and reared by a small group of responsible adults they grow to love and trust. We know that positive attachments and relationships are key to well-adjusted children. Whether that happens in a family unit, a neighborhood, or in partnership with a child care program is not for us to decide. However, we know that challenges to those important bonds can occur for the latter and we have an opportunity to influence a positive outcome for children through this bill.

As a university instructor of early ^{childhood} care and education I see and hear professionals in training, whose passion is to be a positive influence in children's foundational experiences, dismayed in knowing that they may need a second job or work with older age groups to be able to pay their bills.

In helping early care and education graduates pay down loans, we could entice them to stay in a field where high quality, educated professionals make lasting positive impacts on future generations. We could reduce the turnover rate in the industry and stress on children, and we can send a message the ND values young children.

On behalf of NDAEYC I ask you to vote for a Do Pass on HB 1317.

Janet Bassingthwaite

NDAEYC VP Public Policy

HB 1317
House Education Committee
Monday, January 28, 2013

Chairman Nathe and members of the committee:

My name is Kay Larson and I work as the Professional Development Coordinator for Child Care Resource and Referral (CCR&R), a program of Lutheran Social Services in western ND. I'd like to share some data with you about the potential impact of this bill.

In 2011, a statewide early childhood registry called Growing Futures was launched. It has now captured about 1,600 members of the early childhood workforce, or an estimated 34%. According to this registry, about 145 members have an Associate or Bachelor Degree in Early Childhood or Child Development and are working directly with children, with an additional 51 people who have a degree in elementary education. It is unknown how many of these enrollees have an outstanding student loan.

CCR&R conducted a survey of the 148 licensed child care centers in North Dakota in early 2012 to gather statewide information on the salary levels, benefits and turnover of the licensed child care center early care and education (ECE) workforce. With a 37% response rate, a few of the findings include:

- Average hourly wages for teachers ranged from \$7.79 to \$17.45 and averaged \$9.35.
- 13% of the centers reduced enrollment last year due to staff shortages
- Annual turnover in the previous year ranged from 9% of administrative directors, to 25% of teachers, to 44% of assistant teachers

Consistency of care is an important element of quality child care. A high turnover of child care staff has especially serious consequences because when a teacher leaves a program the children in her care may suffer learning and/or developmental setbacks.

I appreciate the opportunity to present this information. I will stand for any questions.

Kay Larson

Professional Development Coordinator

Lutheran Social Services of ND

klarson@lssnd.org

530-2504 (office) 226-3205 (cell)