



# North Dakota Legislative Council

Prepared for the Education Funding Committee  
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## **CAREER AND TECHNICAL EDUCATION STUDY - BACKGROUND MEMORANDUM**

[House Concurrent Resolution No. 3035 \(2021\)](#) directed the Legislative Management to consider studying statutes governing career and technical education (CTE), including statutes in North Dakota Century Code Chapter 15-20.1 providing for the powers and duties of the State Board for Career and Technical Education, reciprocity with other states, cooperation with federal agencies, funding, reimbursement to institutions, gifts, reporting requirements, grants for innovation, elementary school entrepreneurship programs, career development certifications, career advisers, accessibility, impacts on students, the impact of additional CTE centers on student transportation costs, and programs of study. The Legislative Management assigned this study to the interim Education Funding Committee.

### **FEDERAL LEGISLATION - HISTORICAL OVERVIEW**

Significant federal involvement with vocational education began with passage of the federal Smith-Hughes Act of 1917, also known as the National Vocational Education Act. The primary purpose of the Act was to provide funds for the training of individuals who entered upon or are preparing to enter upon the work of the farm. In attempting to meet its primary purpose, the legislation required the establishment of a Board of Vocational Education, which caused states to establish a board separate from the standard State Board of Education. The result was two distinct governance structures and a separation of vocational and academic education.

This separation was promoted by another feature of the Smith-Hughes Act, which permitted the expenditure of funds on the salaries of teachers with vocational experience, but not on the salaries of academic teachers. The intent of Congress was to ensure vocational dollars were not redirected to nonvocational purposes.

During the 1930s, Congress began to place an emphasis on vocational education within the junior or community college setting. After addressing the unemployment of the 1930s and the war effort of the 1940s, the United States began its transition to a peace-time economy. Beginning in the 1950s, light industries were emerging, as were various health occupations. Meanwhile, the junior college system and adult education saw steady growth.

During the 1960s, vocational education experienced especially heavy enrollment growth. Congress enacted the Manpower Development and Training Act of 1961, followed by the Vocational Education Act of 1963.

The 1963 legislation continued to encourage the separation of vocational education and academic education. However, by 1968, pertinent amendments set aside additional funds to expand offerings for students with special needs and disadvantaged students. Within a decade, vocational education funding was made available to assist Native American students and students with limited English language proficiency, and to eliminate gender bias and gender stereotyping in vocational education.

Education reforms focusing on secondary education began in the early 1980s, prompted by concern about the nation's declining competitiveness in the international market, the relatively poor performance of American students on tests of educational achievement both nationally and internationally, and complaints from the business community about the low level of skills and abilities found in high school graduates entering the workforce. This reform came in two waves. The first wave, sometimes characterized as academic reform, called for increased effort from the education system—more academic course requirements for high school graduation, more stringent college entrance requirements, longer school days and years, and an emphasis on standards and testing for both students and teachers.

Beginning in the mid-1980s, a second wave of school reform arose, based in part on the belief that the first wave did not go far enough to improve education for all students. The second wave, sometimes referred to as "restructuring," called for changes in the way schools and the educational process were organized. While

restructuring proposals included school choice and site-based management, of particular interest in this report was the emphasis on improving the school-to-work transition for nonbaccalaureate youth by creating closer linkages between vocational and academic education, secondary and postsecondary institutions, and schools and workplaces.

At the federal level, the Carl D. Perkins Vocational Education Act of 1984 was designed to improve the skills of the labor force, to provide job opportunities for adults, and to provide equal opportunities for adults in vocational education. Its successor, the Carl D. Perkins Vocational and Applied Technology Education Act, was enacted in 1990 and known as "Perkins II." Under Perkins II, the United States Department of Education provided formula grants to state boards of vocational education. The distribution of grant funds within a state was directed to priority items established by the state in accordance with an approved state plan for vocational-technical education. Local education agencies and postsecondary institutions were eligible to receive subgrants.

Four years later, Congress enacted the School-to-Work Opportunities Act of 1994. This also was designed to address the nation's shortage of skilled workers by utilizing partnerships between educators and employers. School-based and work-based instructional components were integrated with the thought that if students were given knowledge, skills, abilities, and information about specific occupations, as well as the labor market, they would be better equipped to transition from school to work. Key elements of the 1994 Act included collaborative partnerships, integrated curricula, technological advances, adaptable workers, comprehensive career guidance, work-based learning, and a step-by-step approach.

In 1998, Congress passed another iteration of the Carl D. Perkins Vocational and Technical Education Act. This time, Congress focused on two areas--increased accountability and the provision of increased flexibility with respect to the states' use of funds.

The 1998 Act was reauthorized in 2006, at which point it became known as the Carl D. Perkins Career and Technical Education Improvement Act. The terminology change from vocational education to CTE is one of the major areas subject to revision in that reauthorization. Other areas included increasing the focus on the academic achievement of CTE students, strengthening the connections between secondary and postsecondary education, and improving state and local accountability.

## **STATE BOARD FOR CAREER AND TECHNICAL EDUCATION**

The State Board for Career and Technical Education consists of the members of the State Board of Public School Education, the Executive Director of Job Service North Dakota, and the Commissioner of Higher Education or the commissioner's designee. The board oversees the Department of Career and Technical Education and appoints a Director and Executive Officer of the department who are charged with the administration of the provisions of Chapter 15-20.1 relating to CTE, under the direction and supervision of the board. The board must designate such assistants to the Director as may be necessary to carry out the chapter. The duties, terms of office, and compensation of the Director and of the Director's assistants are determined by the board. The Director must hold, as a minimum, a baccalaureate degree received from a recognized college or university. The Director must enforce rules the board adopts and shall prepare such reports concerning CTE as the board may require.

The State Board for Career and Technical Education, pursuant to Chapter 15-20.1, may cooperate with the United States Department of Education and other federal agencies in the administration of Acts of Congress relating to CTE. The board has the following powers and duties:

1. To administer any legislation enacted by the Legislative Assembly pursuant to or in conformity with Acts of Congress relating to CTE.
2. To administer federal and state funds for the promotion of CTE and to contract with:
  - a. Any public or private institution or agency, board of trustees of any agricultural and training school, or school district of this state; or
  - b. Any public or private institution or agency, or political subdivision, of another state.
3. To formulate plans for the promotion of CTE in such subjects as are an essential and integral part of the public school system of education.
4. To provide for the preparation of teachers.
5. To fix the compensation of such officers and assistants as may be necessary to administer the federal acts and the provisions of Chapter 15-20.1 relating to CTE and to pay the same and other necessary expenses of administration from any funds appropriated for such purpose.

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

### **2015-16 INTERIM STUDY**

During the 2015-16 interim, pursuant to Section 36 of Senate Bill No. 2031 (2015), the Legislative Management directed the interim Education Committee to study the nature and scope of CTE opportunities available to students in the state, the manner in which such opportunities are financially supported, and the manner in which such opportunities are monitored to ensure that they provide students with 21<sup>st</sup> century technical skills that are aligned to industry standards, in addition to providing appropriate academic foundations.

The committee was informed the Department of Career and Technical Education focuses on technical assistance to schools, programs, teachers, and student organizations. The department helps CTE programs adapt to industry standards, assists programs in selecting curriculum that matches those standards, and evaluates programs every 5 years with either an onsite visit or through a desk audit. The department also provides technical assistance to middle schools and to the public and tribal 2-year colleges and provides elementary programming in science, technology, engineering, mathematics, and entrepreneurship. The department assists teachers in the regular certification process and sets licensing requirements for industry professionals who want to teach at the secondary or postsecondary level in the trades, health sciences, and information technology areas and provides the education and training those professionals need to become instructors. The department provides professional development for CTE teachers and administrators. An essential component of the technical assistance is providing leadership and coordination for CTE student organizations that operate in CTE program areas. In 2015, CTE programs included agriculture; business; career development; family and consumer sciences; health sciences; information technology; marketing; technology and engineering; and trade, industry, and technical.

The representative of the Department of Career and Technical Education identified challenges to providing access to CTE programs for schools and students across the state. Distance continued to be the chief obstacle, especially in delivery of a hands-on curriculum like CTE programs. During the 2015-17 interim, each of the 148 high school districts in the state were required to offer two credits in CTE. Eleven area centers comprising 93 member districts provided programming to schools. In addition, cooperative arrangements provided incentives to schools that offer CTE programs through interactive video, online, or through sharing instructors with neighboring districts. Emerging technology was another cooperative effort between schools that rotated emerging technology equipment on a 4- or 6-week basis to all member schools. During the 2015-16 interim, seven consortiums involving 99 schools participated in emerging technology. Under the program, state funding was used for purchasing equipment and professional development for teachers. School districts provided local funding for the majority of the teacher training, the transportation cost to move equipment between member schools, administrative costs to track usage, and scheduling. The equipment modules supplement existing curriculum and are integrated by the teacher.

Area centers were created in the mid-1970s to allow students to attend for part of the day and to receive their academic courses at their home school. The model has been widespread across the country and has been effective in providing schools more CTE program options than schools could provide on their own. Each member district in an area center must have access to all area center programs and offer a minimum of five CTE programs. In 2007, a virtual area center was developed, and during the 2015-16 interim there were six virtual centers in the state which had no physical building, but used the classroom and shops of existing schools. The virtual centers benefit from the cooperative effort that makes area centers a viable delivery option for member districts.

The committee was informed during the 2014-15 school year 79 schools participated in 37 CTE courses delivered through interactive video, and 63 schools participated in 29 online CTE courses, serving a total enrollment of 1,230 students. Although participation has increased, access and availability problems remain in the ability of many schools to offer a variety of CTE programs. During the 2015-16 interim, the North Dakota CTE scholarship

was available to students who take four CTE credits and two or more credits in a single area of interest, or two credits in a coordinated plan for the academic scholarship as a replacement for foreign language.

The role of the career advisors program, which was established as a result of House Bill No. 1400 (2009), is to assist school counseling programs and help schools meet the 1 to 300 counselor-to-student ratio required by that legislation. A career advisor must work under the direction and supervision of a school counselor specifically in the career domain. Career advisors disseminate labor market information to students and provide career exploration experiences for students. The Department of Career and Technical Education began certifying career advisors in 2010.

For the 2015-17 biennium, the Department of Career and Technical Education received a general fund appropriation of \$33,920,062, which was reduced by \$1,373,763 after the general fund budget allotment to \$32,546,299. The funding was used for salaries, operating costs, project grants, and program grants, and was intended to serve as an incentive for schools to offer quality CTE programming and to offset the higher cost of operating a CTE program. To receive funding, CTE programs must meet the following requirements:

1. A minimum of two credits per year must be taught (trade and industry and health sciences require three credits).
2. A minimum of 7 students participating in each course for schools with grades 9 through 12 enrollment of more than 100 students, a minimum average of 7 students participating per course for schools with 50 to 100 students, and no minimum participating for schools with fewer than 50 students.
3. A CTE-certified teacher must teach the course.
4. The curriculum must be based on state, national, or industry standards for each program area.
5. The facilities and equipment must meet standards.
6. An advisory committee must meet at least two times a year.

The committee made no recommendation regarding its study of CTE in the state.

### **2017-18 INTERIM STUDY**

During the 2017-18 interim, pursuant to Section 23 of House Bill No. 1013 (2017), the Legislative Management directed the interim Education Policy Committee to study the feasibility and desirability of combining services for any and all English language learner programs, distance learning programs, regional education associations, teacher center networks, adult learning centers, CTE programs, education technology services, continuing education for counselors, educational leadership, and the teacher mentor program.

In North Dakota, educational entities that provide K-12 services are separate stand-alone bodies, and each entity has its own governance model and no clear shared goals. The study was proposed to address concerns the current model of providing K-12 services has led to the duplication of services among entities, which has led to inefficiencies in the overall delivery of services. The committee began its work by receiving information from those education entities, including information related to the budget, governance, services offered, quality assurances, any duplication of services the entities provide in conjunction with other entities, and potential areas to create efficiencies.

The committee was informed the purposes of the Department of Career and Technical Education include formulating plans for the promotion of CTE in subjects essential and integral to the public school system of education in the state, providing for the preparation of teachers, conducting studies and investigations relating to CTE, promoting and aiding in the establishment of schools, departments, and classes related to CTE, and prescribing the qualifications and providing for the certification of CTE teachers, directors, and supervisors.

The Department of Career and Technical Education serves school districts and 10 area centers, students, teachers, career development counselors, 2-year campuses, public and tribal schools, farmers and ranchers, and business and industry in the state. The services provided by the department include reviewing and evaluating CTE programs in the state, approving new programs and coursework, providing technical assistance, helping to determine equipment and facility needs, providing performance data on students, making curriculum recommendations, providing curriculum framework, holding academic standards meetings, providing career planning tools and training, providing teacher professional development, and offering alternative teacher certification. The department assures the quality of services provided through postschool evaluation questionnaires, postconference surveys, quarterly CTE administrator meetings, and broad membership within the department's board. The committee also received information indicating regional education associations collaborate to provide

certain services with other agencies and entities in an interagency effort, including helping to offer virtual CTE centers. During the 2017-18 interim more than 20,000 students were enrolled in CTE programs in the state.

The committee recommended Senate Bill No. 2025 (2019) relating to the duties of the Superintendent of Public Instruction to require the Superintendent to facilitate a meeting of stakeholders regarding the statewide vision on education, and to require a collaborative report regarding the strategic vision.

## 2019 LEGISLATIVE SESSION

The Legislative Assembly approved Senate Bill No. 2025 (2019), which required the Superintendent of Public Instruction to facilitate a process to review and update annually the statewide prekindergarten through grade 12 education strategic vision. The process must include input and participation from a steering committee that includes representatives of all state-level entities receiving state education funding and education stakeholder groups. Each steering committee member entity receiving state education funds must provide components of the entity's strategic plan which are aligned to the statewide strategic vision. The steering committee is required to prepare a collaborative report of the strategic plans of each committee member entity receiving state education funds. The Superintendent must provide the collaborative report and any updates to the strategic vision to the Legislative Management during each interim and to a joint meeting of the education standing committees during each regular legislative session.

The Legislative Assembly, in House Bill No. 1019 (2019), provided a total of \$54,768,109, of which \$40,064,988 was from the general fund and \$14,703,121 from other funds to defray the expenses of the State Board for Career and Technical Education for the 2019-21 biennium. The appropriation included funding to transfer 28.80 full-time equivalent (FTE) positions and related funding for salaries and wages and operating expenses for the Center for Distance Education (CDE) from the Information Technology Department (ITD) to the Department of Career and Technical Education. Funding for CDE was provided in a single line item in the Department of Career and Technical Education appropriation. In Section 3 of House Bill No. 1019, the Legislative Assembly designated the sum of \$9,351,188, of which \$6,301,188 was from the general fund and \$3,050,000 is from the independent study operating fund for CDE for the biennium beginning July 1, 2019, and ending June 30, 2021. The Legislative Assembly also provided the general fund appropriation of \$6,301,188 includes a sum of \$102,759 that only may be used for new enrollments during the biennium beginning July 1, 2019, and ending June 30, 2021. The Legislative Assembly also provided legislative intent that CDE develop a fee structure during the 2019-20 interim to become self-sustaining beginning in the biennium beginning July 1, 2021, and ending June 30, 2023. The Department of Career and Technical Education was required to report to the Appropriations Committees during the 2021 legislative session regarding the development of the new CDE fee structure.

In addition to increased funding to transfer CDE, the Legislative Assembly also provided significant increases in funding from the general fund to the Department of Career and Technical Education as follows:

- \$2,427,000 for grants to school districts and area centers;
- \$1,150,000 for new and expanding secondary programs; and
- \$1,000,000 for cost to continue to maintain current reimbursement rates for the department's center expenditures, including instructor salaries and supplies.

The 2019-21 biennium appropriation also included a \$300,000 ongoing general fund appropriation to the Department of Career and Technical Education for the Marketplace for Kids program in a separate Marketplace for Kids line item. The 2017 Legislative Assembly provided a one-time appropriation of \$300,000 for the program, of which \$250,000 was from the general fund and \$50,000 was from the foundation aid stabilization fund. Prior to the 2017-19 biennium, the department was provided a \$300,000 ongoing general fund appropriation for the program.

In addition, the Legislative Assembly approved Senate Bill Nos. 2215 and 2216 (2019). Senate Bill No. 2215 repealed Sections 54-59-17 and 54-59-18 related to the Educational Technology Council and created a Kindergarten Through Grade Twelve Education Coordination Council, to be supervised by the State Board of Public School Education. A representative appointed by the State Board for Career and Technical Education previously served as a member of the Educational Technology Council. The President of the board is now a member of the Kindergarten Through Grade Twelve Education Coordination Council. Senate Bill No. 2216 changed the supervision of CDE from the Educational Technology Council to the Department of Career and Technical Education and allowed the Department of Career and Technical Education to establish a scholarship fund for distance education rather than the Educational Technology Council. The bill also removed the authority of the Educational Technology Council to establish an administrative operating fund.

## 2019-20 INTERIM STUDY

The Legislative Assembly, in Senate Bill No. 2065 (2019), created an Education Funding Formula Review Committee consisting of the chairmen of the standing Education Committees of the House of Representatives and the Senate; three additional members of the Senate, two of which must be appointed by the Majority Leader of the Senate and one of which must be appointed by the Minority Leader of the Senate; and three additional members of the House of Representatives, two of which must be appointed by the Majority Leader of the House of Representatives and one of which must be appointed by the Minority Leader of the House of Representatives. Members appointed to the committee were required to have knowledge of the current K-12 funding formula. The committee was required to study the K-12 education funding formula, including the components, adjustments, and weighting factors of the formula.

The committee received information regarding the foundation aid stabilization fund. In November 2016 voters approved Senate Concurrent Resolution No. 4003 (2015), which amended the Constitution of North Dakota to allow the Legislative Assembly to appropriate or transfer the principal balance of the foundation aid stabilization fund in excess of 15 percent of the general fund appropriation for state school aid for education-related purposes.

The Legislative Assembly, in Senate Bill No. 2272 (2017) and House Bill No. 1155 (2017), amended Section 54-44.1-12 to provide any reductions to the general fund appropriation to the Department of Career and Technical Education for grants to school districts due to allotment also are to be offset by funding from the foundation aid stabilization fund. Senate Bill No. 2272 also created a new section to Chapter 54-27 providing state school aid includes general fund appropriations for state school aid, transportation aid, and special education aid in the Department of Public Instruction as well as general fund appropriations for CTE grants to school districts and area centers in the Department of Career and Technical Education. Based on general fund appropriations to the Department of Career and Technical Education for CTE grants to school districts and area centers during the 2015-17 biennium, this change increased the required reserve during the 2017-19 biennium by \$3,410,500.

During the 2019-20 interim, the committee also received reports from Department of Career and Technical Education and CDE regarding the impact of the COVID-19 pandemic on enrollments. The department reported there were 10 CTE centers across the state, 5 facilities and 5 virtual centers. All centers provide some virtual learning experiences. In August 2020, CTE Directors indicated most courses and instructors were at capacity. Career and technical education concerns included:

- Transportation for students traveling for coursework or hands-on labs;
- Maintaining hands-on coursework with distance or hybrid teaching;
- Additional sanitation costs;
- Social distancing during labs; and
- Providing quality work-based learning opportunities.

The committee was informed CDE provides adaptive learning where students progress at their pace. Enrollment growth accelerated as a result of the pandemic and CDE anticipated 15 to 20 percent growth during the 2020-21 school year. For the 2019-21 biennium, the center's appropriation was increased by \$102,759 for enrollment growth, enough to provide 9,280 enrollments for the biennium; however, growth exceeded what was anticipated. The center anticipated exceeding the enrollment used in the funding model. To manage growth and ensure all capacity is used for resident students, CDE could limit the number of out-of-state students, increase course prices, or limit all enrollments. Limiting nonresident students also reduces center revenue used to supplement the program. The center also contemplated increasing course prices beyond the \$10 increase implemented during the 2019-20 school year; however, that would increase the cost to families and small and rural school districts. Capping all enrollments would limit student access at a time when distance education is being used to keep citizens safe. The center indicated they were reviewing budget options that included increased pricing, limited enrollment, and a funding model based on enrollment.

## 2021 LEGISLATIVE SESSION

The Legislative Assembly, in Senate Bill No. 2019 (2021) and House Bill No. 1015 (2021), provided a total of \$126,754,880, of which \$41,735,063 from the general fund and \$85,019,817 from other funds to the defray the expenses of the Department of Career and Technical Education for the 2021-23 biennium. Funding included in the appropriation for the Department of Career and Technical Education for CDE includes 28.80 FTE positions and totals \$9,461,254, of which \$6,411,254 is from the general fund and \$3,050,000 from the independent study operating fund. Of the total, \$6,088,495 is for salaries and wages from the general fund and \$3,372,759 is for

operating expenses, of which \$322,759 is from the general fund. The Legislative Assembly provided significant increases in funding from the general fund to the Department of Career and Technical Education as follows:

- \$1,250,000 - Added funding for the cost to continue CTE course cost reimbursement rates at schools (27 percent) and area career and technical centers (40 percent); and
- \$1,000,000 - Added funding for new and expanding secondary programs.

In Section 2 of Senate Bill No. 2019, the Legislative Assembly provided legislative intent that school districts:

- Use funds available from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund to effectively benefit students;
- Prepare to provide for any future operating and maintenance costs relating to new or expanded programs resulting from the expenditure of these federal funds because state funds will not be provided to replace these federal funds; and
- Prepare to provide increased local support for area career and technical centers since state secondary grant funding is limited and the share of state assistance for these programs may decrease if new or expanded programs are established.

In House Bill No. 1015, the Legislative Assembly appropriated \$70 million of one-time funding anticipated to be received through the federal American Rescue Plan Act from the federal Coronavirus Capital Projects Fund to the Department of Career and Technical Education for a statewide area career center initiative grant program. The department is required to establish the application process and develop eligibility requirements for the grant program that must include:

- Funding may be used only for CTE projects involving construction, addition, maintenance, and equipment for new and existing area career centers;
- Grants awarded to each recipient must be at least \$500,000, but may not exceed \$10 million;
- Grants may be awarded only to the extent a school district has secured matching funds from nonstate sources on a dollar-for-dollar basis;
- An applicant must identify sufficient future nonstate sources of funding for ongoing operating and maintenance costs associated with a new or expanded area career center;
- The application period for the grant program begins with the effective date of House Bill No. 1015 and ends on June 30, 2022. Any funding not committed by December 31, 2022, may not be spent and must be canceled at the end of the 2021-23 biennium in accordance with Section 54-44.1-11;
- Preference must be given to school districts that collaborate with other school districts for a regional area career center facility or to school districts to create a new area career center or use an existing area career center to positively affect that region of the state; and
- Preference must be given to school districts that will promote postsecondary education and workforce training education in conjunction with secondary education.

### **PROPOSED STUDY PLAN**

The committee may wish to proceed with this study as follows:

1. Receive program updates from the Department of Career and Technical Education, including:
  - a. Information regarding reciprocity with other states, cooperation with federal agencies, funding, CTE program evaluations, reimbursement to institutions, gifts, reporting requirements, grants for innovation, elementary school entrepreneurship programs, career development certifications, career advisers, accessibility, impacts on students, and the impact of additional CTE center student transportation on student transportation costs, and programs of study.
  - b. Information regarding the use of added funding for the cost to continue CTE course cost reimbursement rates at schools (27 percent) and area career and technical centers (40 percent) and for new and expanding secondary programs.
  - c. Information regarding Emergency Commission and Budget Section requests to approve funding from the ESSER Fund through the Department of Public Instruction and any federal funding received to provide tuition assistance for new farmers and ranchers to participate in the adult farm management program.

- d. Information regarding the availability and use of \$70 million of one-time funding anticipated to be received through the American Rescue Plan Act from the Coronavirus Capital Projects Fund for a statewide area career center initiative grant program, including information regarding the application process and eligibility requirements developed for the grant program and a summary of applications received.
  - e. Information regarding compliance with legislative intent that school districts:
    - (1) Use funds available from the ESSER Fund to effectively benefit students;
    - (2) Prepare to provide for any future operating and maintenance costs relating to new or expanded programs resulting from the expenditure of these federal funds because state funds will not be provided to replace these federal funds; and
    - (3) Prepare to provide increased local support for area career and technical centers since state secondary grant funding is limited and the share of state assistance for these programs may decrease if new or expanded programs are established.
  - f. Information regarding how the Department of Career and Technical Education has addressed prior concerns related to the delivery CTE, including transportation for students traveling for coursework or hands-on labs, maintaining hands-on coursework with distance or hybrid teaching, additional sanitation costs, social distancing during labs, and providing quality work-based learning opportunities.
2. Receive information from CDE regarding a self-sustaining fee structure, enrollment growth and anticipated enrollment growth the remainder of the 2021-23 biennium, including information regarding CDE's plan to manage the growth and ensure capacity is available for resident students and the impact of the plan.
  3. Gather and review information from stakeholders regarding program challenges and recommendations.
  4. Develop committee recommendations and prepare any legislation necessary to implement the committee recommendations.
  5. Prepare a final report for submission to the Legislative Management.