

Minutes of the  
**EMPOWER NORTH DAKOTA COMMISSION**

January 21<sup>st</sup>, 2015  
ND Department of Commerce  
1600 E Century Avenue  
Bismarck, ND 58503

**Members present:**

Al Anderson, Jason Bohrer, Ron Ness, Dale Niezwaag, Randy Schneider, Jay Skabo, David Straley, John Weeda

**Ex Officio Members:**

Julie Voeck  
Sandi Tabor  
Mark Bring  
Margaret Hodnik

**Others present:**

Dr. Alan Peterson, NDCDE  
Superintendent Kirsten Baesler, DPI  
Justin Dever, Department of Commerce  
Mike Fladeland, Department of Commerce  
Sherri Frieze, Department of Commerce  
Kathy Aas, Excel Energy  
Warren Enyart, M-Power, LLC  
Wade Boeshans, BNI Coal  
Charlie Bullinger, GRE  
Kari Knudson, BSC  
Mark Scheid, Ulteig Engineers  
Shane Goettle, Odney Advertising  
Jay Hesse, Geronimo Energy  
Gaylon Baker, Stark Development  
Justin Kringstad, Pipeline Authority  
Tyler Hamman, Lignite Energy Council  
Ryan Rauschenberger, Tax Department  
Levi Andrist Vogel Law Firm

**CALL TO ORDER/WELCOME**

Chairman Anderson called the meeting to order at 1:00 p.m. and welcomed Commission members and guests.

**APPROVAL OF MINUTES**

A motion was made by Schneider and seconded by Niezwaag to approve the minutes of August 4<sup>th</sup>, August 12<sup>th</sup> and November 5<sup>th</sup>. Motion carried unanimously.

**ND Center for Distance Education  
Dr. Alan Peterson and Superintendent  
Kirsten Baesler**

Dr. Peterson, Director of the ND Center for Distance Education (NDCDE) and Superintendent Kirsten Baesler, Department of Public Instruction spoke to the EmPower Commission about the expectations associated with the NDCDE.

Superintendent Baesler mentioned that information to students in the 21<sup>st</sup> Century needs to be relevant, immediate and important in ways that they will engage in it.

Students tend to learn at a point of need and engagement. If a student does not have an immediate need for the subject, they may not retain the information. If a student feels that the subject is needed, they will feel more engaged in the matter and are then able to spend more time on applying it.

Dr. Peterson spoke of the program's mission and vision. The program has a 95% completion rate. Revenue is generated by the ND General Fund and client fees.

[Appendix A](#)

**CO2 for EOR**

Commission member, Margaret Hodnik talked about a Texas project for completion in 2016; that would capture carbon dioxide (CO2) from an existing power plant and transport by pipeline to the production well for enhanced oil recovery (EOR). Ms. Hodnik explained the reason for changes to existing tax incentives and requested support from the Commission for SB 2318 [Appendix B](#)

**Motion: It was moved by Ness and seconded by Straley to support SB 2318. Motion carried unanimously.**

**Review of EmPower ND Bills  
Justin Dever**

**SB2032 – Relating to the oil & gas development strategic planning authority**  
It was noted that there are potential amendments to the bill.



## ***Potential***

- ***Support,***
- ***Investment, and***
- ***Recognition Opportunities***

***for Empower North Dakota  
in the Energy Education of  
ND Students Grades 6-12***

***Via online programs and courses  
Developed and Supported by  
ND Center for Distance Education***

***Dr. Alan J. Peterson, State Director NDCDE***



**North Dakota  
Center for Distance Education**

**North Dakota's  
Online Resource**



## Why Am I Here?

**I was asked.** – *ND DPI Superintendent Kirsten Baesler asked me to meet with you. She indicated you have an interest.*

**I need to find out what you want.** – *NDCDE is not a typical school. We are customer-oriented.*

**I sense that OD rules apply.** – *The “presenting problem” has a high probability of not being the actual problem.*

**I am convinced we can help each other.** – *The right provider, the right director, the right group, the right topic*



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*Right Provider and Director*

## **ND Center for Distance Education (NDCDE)**

- **Current Focus – Choice, equity, and access**
- **Delivery – “Structured” online courses (asynchronous or synchronous) supported by teachers**
- **Funding – Combination of customer fees and general funds**
- **Market – All ND schools, including homeschools**
- **Capability – Top teachers and great tech professionals**
- **Director – Combination of business and education**



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*Right Provider*

## **NDCDE Strategic Customer Expectations for 2015 and beyond**

- **Personalization**

- **Differentiation**

- **Motivation**

- **Technology**

- **Competence / Capability**

- **Confidence**

*Approach*

*Result*

*Note:*

*To surface and satisfy customer expectations NDCDE partners with a variety of organizations.*

*Key partnerships in ND are – DPI, all public and several private schools, NDSOS, NDCEL and several regional groups.*

*Key partnerships have also been established with courseware providers, software suppliers, and STEM designers and developers.*



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*Right Group*

## **Empower ND's**

### **Expectations for ND's Education System...relative to energy**

*Peterson's preliminary understanding*

- **Personalization**  
*each student should have access*
- **Differentiation**  
*each student should have access consistent with ability*
- **Motivation**  
*each student's interests are connected to learning*
- **Technology**  
*is seen as both a means to end and an end*
- **Competence / Capability**  
*focus on STEM-related skills*
- **Confidence**  
*each student able to see themselves working in energy*



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*Right Topic*

## **Energy and Natural Resources Technology**

Course Overview and Syllabus

### **Course Description**

This full-year course focus is to introduce students to the world of energy and natural resources. In a truly cross-curricular STEM course, students learn about the history of the industry, the basic science behind energy production, and the impact of energy production on the environment.

### **Units**

**Introduction to Energy**

**Energy Production**

**Energy and Public Policy**

**Energy and Ethics**

**Land Use Planning for Energy**

**Considering the Water, Air, and Soil**

**Energy Industry and Careers**



**Course**



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SmartLab™

Learning's different here...

Right Topic

**Problem Solving and Critical Thinking**



**Project Planning and  
Resource Management**

*Engaging Students in STEM*

*Integrated science, technology, engineering and math*

**Program**



- **Technology**
- **Competence / Capability**
- **Confidence**

<http://www.creativelearning systems.com/smartlab.aspx>



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## Cost

### Energy and Natural Resources Technology course

- **Development** = \$00 - \$500,000 (depends upon...)
- **NDCDE Delivery** = \$300 per enrollment

### CLS Smart Lab / STEM Lab program

- **Purchase from CLS** = \$180,000 fully equipped 18 seat lab
- **Purchase from NDCDE** = \$60,000 fully equipped 12 set lab



## *Potential for You*

- *Support,*
- *Investment, and*
- *Recognition Opportunities*

*and NDCDE*

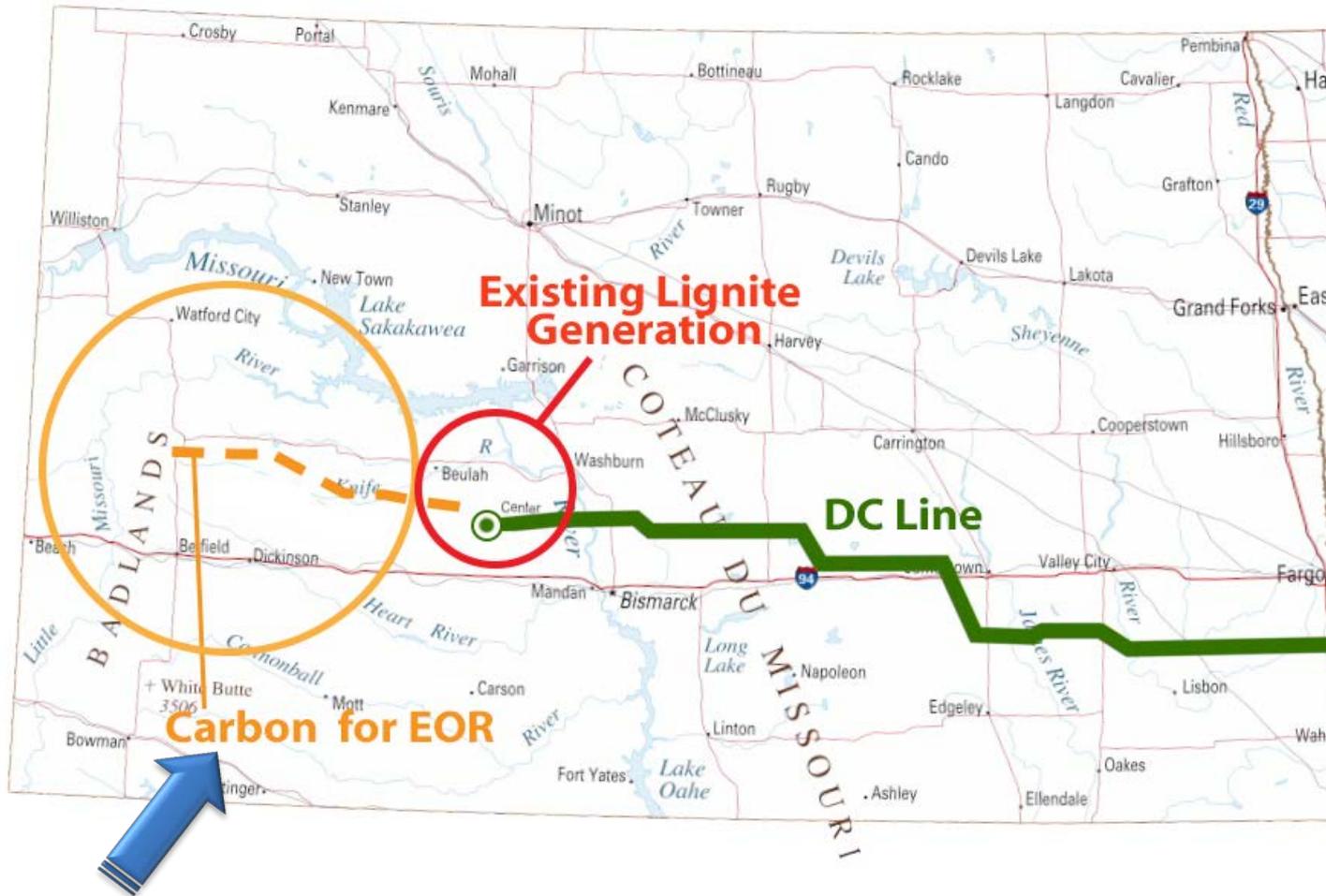


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# CO2 for EOR



Utilize CO2 from existing North Dakota lignite plants to do EOR at existing North Dakota conventional wells

## Value

- Preserve value of existing lignite electric generating units
- Enhance value of local lignite resources
- Unlock further value in North Dakota oil production
- Transform state CO2 emissions landscape

## Development Plan

- ACE/NRG Carbon 360 develop technology and offtake solutions
- Work with North Dakota officials and key stakeholders on project support and legislative package
- Gain Federal support
- Align project to partner with other energy companies in North Dakota

## Legislative Needs

1. A new section in law providing for a *sales tax* exemption on CO2 pipelines and EOR equipment. (Coal plant equipment is already exempt.)
2. A clarifying amendment to the coal conversion tax section of code that makes it clear that CO2 capture equipment is defined as personal property (and therefore not subject to the property tax.) *Personal property is already exempt under current law.*
3. A sales tax exemption for injection equipment that *is not on the well site* which includes separation and water disposal equipment, injection pumps and associated piping.