

**2013 HOUSE EDUCATION**

**HB 1356**

# 2013 HOUSE STANDING COMMITTEE MINUTES

House Education Committee  
Pioneer Room, State Capitol

HB 1356  
January 29, 2013  
17930

Conference Committee

Committee Clerk Signature



## Minutes:

**Ch. Nathe:** We will open the hearing on HB 1356.

**Rep. Jessica Haak:** Sponsor, support (see attached 1)

**Ch. Nathe:** In the bill on line 8, the Head Start Collaboration administrator shall award grants under this section. Then we name four of them, but they really aren't defined; the number of low-income or at-risk children and families that a program can serve. What is the limit?

**Rep. Haak:** Those definitions are to ensure that the children on the waiting lists are so then the number of low-income, at-risk children that can be served, that would be the waiting list of eligible children.

**Rep. Rohr:** Could you elaborate on #3, this appropriation does not create eligibility entitlements.

**Rep. Haak:** That was a hold up last time for somebody, so we included it in this bill so that they wouldn't question that again.

**Rep. J. Kelsh:** The appropriation goes to the Dept. of Human Services. Is this really a Human Service issue or an education issue, or a mixture of both? I always assumed that Head Start was more of an educational issue. I know there are at-risk children involved. Are all head start appropriations under Dept. of Human Services?

**Rep. Haak:** To my understanding, they are. Right now, we are open to discussion if we would put it under DPI that is something we are open to discussing.

**Rep. Heller:** So what is the state's level of funding right now for Head Start?

**Rep. Haak:** As far as what we get from the Federal.

**Rep. Heller:** No, the state.

**Rep. Haak:** The state does not currently fund anything.

**Rep. B. Koppelman:** I look at Head Start as being a private entity that is often times funded by public dollars. Are there other groups that could start something like this program?

**Rep. Haak:** The purpose for Head Start is to provide for the most at-risk children. You have to qualify to get in and not just anybody can get in to it. It is serving those people who are below a certain income level and have the greatest needs. Head Start is designed to help those children so that they aren't so far behind when they get to school because of their at-risk situation and that's why we would ask for this funding.

**Rep. B. Koppelman:** I realize that Head Start has been funded for quite a while and has been the go-to place, but if I wanted to start my own business providing the same programming, this bill would put Head Start into the law as being the only group that can provide these services. Could others apply to provide these services to that group of children?

**Rep. Haak:** You would probably have the problem of the parents not being able to pay you and that's why we are providing the service. You would probably have to get funds for your business from someplace else as well. We're focusing on getting funds to get these children off the waiting lists so they are able to attend school.

**Rep. Heller:** How has the federal funds changed for the last couple of years. Have they been continually dropping?

**Rep. Haak:** ND Head Start has actually experienced a 6.12% increase in funding since 2006; however, we're still turning away nearly 1,000 students who do qualify for the program. There are 40 states throughout the US that actually do provide state funds for Head Start.

**Ch. Nathe:** How does this differ from the pre-K that's being done.

**Rep. Haak:** I don't know the specifics of the pre-K, but I do know that this focuses, at the most at-risk children.

**Rep. J. Kelsh:** When you talk about the at-risk children, are you talking mentally challenged, monetarily challenged by the parents, or is it a combination of all that. What does at-risk cover?

**Rep. Haak:** Families whose income falls within 100% of the poverty guidelines, Head Start programs serve up to an 35% of children from families whose incomes are just slightly above but below 130% of the poverty guideline, Head Start programs must enroll a minimum of 10% of children with disabilities, Head Start programs may enroll up to 10% of children from families that have income above the poverty guidelines, these families are typically identified at high-risk for extensive services. Homeless families, foster care families, medically under-served communities are all eligible.

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

**Sen. Nicole Poolman:** Co-sponsor, support (see attached #2).

**Rep. B. Koppelman:** Why couldn't we provide scholarships so that the children could attend private pre-school, if that is the goal, rather than targeting these to Head Start?

**Sen. Poolman:** The advantage in funding Head Start, is that it is a program specifically tailored for special circumstances; kids who are growing up in poverty. They are probably addressing different types of skills in Head Start that they wouldn't maybe do in a preschool. The other piece is who administers those scholarships. You'll see another bill on pre-K this session and that provides grants to school districts who want to create a public pre-K and it would certainly address this question that you keep asking, why does it have to be Head Start. There are other options out there this session. The advantage for Head Start is you write the check and it already exists and so you're going to be able to expand and reach these kids who are on waiting lists, kids who are eligible for this and are without it right now. The disadvantage of the pre-K, if I'm being practical, is that we would have to set up a different grant program, and then the school districts would have to create their preschool and apply for the funds. In terms of immediacy, I think we've got quite a crisis going on. Head Start would be advantageous because we could get to the kids faster.

**Rep. Rohr:** Last session, we heard that the problem was somewhat a little bit of money, but more so infrastructure, that there were no houses or buildings to have the programs in. How has that been addressed in the state since the last session.

**Sen. Poolman:** I am not aware of that, so I would ask that you address that to the Head Start.

**Ch. Nathe:** We're just looking to expand the current Head Start program that's funded by the Feds already.

**Sen. Poolman:** Yes, we are one of only 10 states who currently don't give any funding to Head Start. The norm across the country is that there is some supplemental funding based on the needs of their state.

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

**Rep. Kathy Hawken:** This is not the first time I have talked about funding for Head Start, probably been here at least 6 sessions. There are more components to Head Start than just the children. The parents are involved; they are part of the learning and moving forward. There are other services that go with this. It's a very well based program. The statistics will tell you that the children benefit greatly. We know about the early brain development, we can ignore it and then we'll have more people in the prison population and it costs \$36,000/yr. per prisoner. That's a lot of money. Wouldn't it be better to look at these bright young children and give them the

opportunity to succeed? This gives them a step up. I would like to see us do a comprehensive study that's funded on child care, early childhood education, Head Start, pre-K, the whole ball of wax. Where does it belong, what is the licensing, how does it all fit together and where should it be. I am hoping that before we leave, such a study will be in place. Then we won't have to have each of these bills as we move forward. It could be a look at what we need to do to make sure that the children in ND receive the best education possible, no matter who their parents are, or where they live.

**Rep. Meier:** Are you aware of how many children are on the waiting list in Fargo currently.

**Rep. Kathy Hawken:** It's over 400, I believe.

**Rep. Meier:** Is Fargo equipped to handle 400 more children in a Head Start program.

**Rep. Kathy Hawken:** Honestly, the space that they are in right now, no. But I believe there are other avenues that could be addressed there; other possibilities that could be worked out and wouldn't that be a great problem.

**Rep. J. Kelsh:** At what age would they start, eligible to go into the Head Start program? This doesn't have anything to do with mentally challenged children, does it? It is health and other things.

**Rep. Kathy Hawken:** I am not positive; I believe it is 3 years old. In many school districts, children with special needs or learning disabilities are picked up at about age 3 or 4 and they are in a program in the public schools. So there are some other options there.

**Ch. Nathe:** Any reason why the bill is written just for the biennium, why doesn't it extend further.

**Rep. Kathy Hawken:** I believe it's a practicality. We can do this if we choose to.

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

**Allison Driessen, Program Director of Early Explorers Head Start:** Support (see attached #3). Head Start focuses on age 3 and 4. There are some programs in the state of ND that do not take children age 3, because they have so many children that are age 4. Fargo does not even take applications on 3 year olds, or they have them but don't process them because they have such an extensive waiting list. So even though we have those 882 children on the waiting list, we can't even fathom what the real waiting list is for families with 3 year olds because of the need in Fargo.

**Rep. Rust:** Are your dollars all federal dollars.

**Allison Driessen:** For every dollar that we receive from the federal government, we have to pay back \$.25, which is considered an in-kind match. We do receive support from our communities that's not actual money in pocket, but when we send a child to

**the dentist, they will see our children at a reduced rate, or clinics will do health screenings for our children at a reduced rate. We do have some support but it's not operating dollars.**

**Rep. J. Kelsh: Title I dollars do about the same thing, but there's no mix of those. Are they strictly for students that are in elementary school or kindergarten. Could Title I dollars be used for this program.**

**Allison Driessen: Title I focuses more on the schools. There was some funding for pre-K Title I programs and I operate one of those. Really they can be blended together. We could do wonderful things with that. We could have half of a Head Start classroom be Title I kids and the other half be Head Start kids. Head Start is really a family preservation program. We make sure the parents are educated on many different subjects. We also look at the health, dental, mental health, and nutrition of children. Title I does not have all those wrap-around services that Head Start does. This is a program that really looks at boosting up families to support their kids. We have the history and structure to provide those services, whereas a private person would not be able to do that because families would never be able to afford it.**

**Ch. Nathe: Doesn't the state already have programs that help do those things through the Health Dept.**

**Allison Driessen: There are differences in what is required for state programs like Healthy Steps or EPSTD vs. what Head Start requires. Our federal requirements are that we have to make sure that the children are up to date with immunizations, they've all had a health screening, dental screening, those are not requirements across the state. So we make sure that those things are in place.**

**Rep. Meier: What the length of a school day for a Head Start child typically.**

**Allison Driessen: It really varies on your area. Not all Head Start programs look exactly the same. Hopefully, you model what's best in your school district. The least amount is 3.5. My programs are 6.5 and at Mayville State, there's a 7 hour program. We all look different. Dickinson Public Schools also has a special education preschool program within their district. You might have kids going half days, full day, and home-based component to it, so it really depends on what are the needs of your community.**

**Ch. Nathe: What ages?**

**Allison Driessen: For Head Start, it is 3 to 5 years old. Fargo only takes 4 year olds because they are full. Being a 4 year old gives you more points than being a 3 year old, because we know the 4 year old only has one year before you go to school.**

**Rep. Hunskor: I'm looking at the maps for Head Start and Early Head Start, I assume that the funding requested in this bill, applies to both programs.**

**Allison Driessen: Our focus is on Head Start.**

**Rep. Hunsakor:** On the Head Start, Divide and McKenzie counties are not served. Is there a particular reason why they would not want to be in this?

**Allison Driessen:** When dollars become available for the federal government, it is a competitive process. You need to be able to show that there's a significant community need. That means we have to have a certain number of income eligible children, even to open a Head Start program. I had to close my program in McClusky and Granville because I did not have enough income-eligible children. That's how we make sure that we are serving the neediest of needy. That's really what defines Head Start from pre-K. Those are two different populations. A kindergarten program is focusing mainly on school readiness, whereas Head Start is not only looking at school readiness but also everything else that is necessary to lift them up to be successful.

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

**Allison Johnson, Director of Mayville State University's Child Development Programs:** Support (see attached #4).

**Rep. Meier:** So for a typical Head Start student, when they start the year, what is a typical amount of days that they are actually in a Head Start program?

**Allison Johnson:** It depends on the program and the community's model. Most Head Start programs are basically a 9-10 month program. Some areas have summer programs as well. Some programs provide 2 day/week, 4 day, some are 5 day; some are integrated with school districts, child care providers, many different models are out there. But those models are focused on what the community needs are. Some children are attending school for half day, maybe 3.5 hours. Some could be there as long as 7 hours; the length of the school day.

**Rep. Rohr:** Who administered the state-wide survey?

**Allison Johnson:** The ND Head Start Association conducted that survey across the state.

**Rep. Rohr:** What was the sample size? What was your percentage of response? With the groups that were invited to take the survey, which of these groups had the highest percentage of your respondents?

**Allison Johnson:** I wish I had brought more of the data with me. I could provide that to you. We did get a response rate of almost 500 across the state. We sent it out; it was on the web site as well. We sent it out to all the representatives, all of the school districts, Kindergarten teachers, pre-K teachers, all of the Head Start programs, all of the Head Start parents across the state. I would say that the sample size was close to 1500. So getting 500 responses we feel was a very good response rate. We did get a comparison response across all of the entities. We were very pleased to get a lot of school district superintendents and principals, which gave us a good flavor of the sample. We also received responses from parents, kindergarten and preschool teachers. So we looked at public school systems, childcare (local,

**private family) even private preschools were given the survey and access to that survey.**

**Rep. Rohr: Of these members, where did the highest percent of response come from? Was it mostly parents, teachers.**

**Allison Johnson: I can get that information.**

**Rep. Rohr: On the back page of your testimony where it talks about your community of Hillsboro example. Do we have any student outcomes that we could take a look at how these students have been successful with this program?**

**Allison Johnson: Absolutely we do. We are required, as part of our Head Start program, to measure child learning outcomes. We have an assessment tool that our program uses and we assess all of the children that are in our collaborative program. We are fortunate to be able to collaborate with the pre-K program in the Hillsboro community, and all children, regardless of what program they are in, are on our outcomes tool and we do have measurable outcomes. They all pertain to the areas that are listed in this survey. We do look at Math, Science, Creative Arts, Literacy skills, approaches to learning language development and we do have outcomes based on that.**

**Rep. Rohr: The whole intent is school readiness, so can we make that determination yet.**

**Allison Johnson: The collaboration we have, there is a focus on school readiness because that is what our intent is through the Dept. of Health and Human Services. Head Start is also a family program. We work with parents to make sure the parents are engaged in their children's education. We know that research says that when parents are engaged in their children's education from the beginning, they are more involved with their children; they have better access and better abilities later on in life. Head Start help us to engage the family. Yes, we have children in our pre-K program, but they are getting the benefit of a Head Start program that has all of the parent engagement involvement as well.**

**Ch. Nathe: The bill is attempting to pick up the kids that are not currently covered by the Head Start program right now. Has there been any discussion with the Feds, or delegation, to try and move it so that the program on the federal level can pick up these kids.**

**Allison Johnson: Right now Head Start is federally funded, and since 2006 there has only been an increase of 6.2%. It hasn't kept up with the cost of living. They are looking to make cuts and Head Start is possibly on the list to be removed. We are looking at cuts; without getting continued funding we're going to continue to see children in the state of ND not receive services.**

**Ch. Nathe: On the federal level, has there been any discussion about lowering that eligibility age to bring in those kids we are talking about.**

**Allison Johnson: Not at this point.**

**Ch. Nathe:** Has there ever been any at the federal level.

**Allison Johnson:** Not that I'm aware of.

**Ch. Nathe:** Thank you. (read the testimony of Sharon Hansen, Director of the Community Action Partnership Head Start program): Support (see attached #5).

**Jay Watson, parent:** Support (see attached #6).

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

**Michelle Driscoll, parent:** Support (see attached #7).

**Ch. Nathe:** Thank you. Further support.

**Krystal Park, parent:** Support (see attached #8).

**Ch. Nathe:** Thank you. Further support.

**Laura Schnieber-Bruns, parent:** Support (see attached #9).

**Ch. Nathe:** Thank you. Further support.

**Amber Portillo, parent:** Support. I live in SE Burleigh County, by Sterling and Moffit. I have three daughters age 2, 4 and 6. The program helps the parents of needy students as well. We have been blessed being a part of Head Start. I had problems teaching my oldest certain concepts at home. Through the program she was able to learn socializing, problem solving, and writing skills, and was even able to read. She is now in school and Head Start helped her become the brightest student in her class. Now my 4 year old is in Head Start and I've seen improvements in her speaking and writing skills, her emotional control and her large motor skills have also improved. I am a policy parent now and have firsthand how the program helps children and their families.

**Ch. Nathe:** Thank you. Further support.

**Paul Ronningen, Children's Defense Fund, and ND Economic Security & Prosperity Alliance:** Support (see attached #10, #11).

**Rep. Meier:** In the last biennium, how much federal funding did we receive for the Head Start program?

**Paul Ronningen:** I haven't been on the Dept. of Human Services for four years, so I'm not sure what the current dollar amount is, \$33 million.

**Rep. Rohr:** It appears that there have been positive outcomes from the testimony we heard. What do you see, other than money, as the challenges to this program.

**Paul Ronningen:** The challenges are with many businesses, corporation, and education in the state of ND. Let's take labor, how do you recruit for child care or

for Head Start employees that are currently being paid less than McDonalds pays in Williston. Housing is an issue, but a fun one to work with.

**Ch. Nathe:** It seems that the program does a lot of good. But the question is a policy one; it's a good federal program. Should the state step in and add money to this program. The states that do chip in with the feds, do they also lower it down to that level. Has there been any attempt on the federal level to include more of these kids under this program.

**Paul Ronningen:** I'm not sure about the past history or some of the questions you're asking. From a public policy point of view and pure economic point of view, this is a no brainer. I've got before me research articles, one put together by my organization on the national level. It's called Dismantling the Pipeline to Prison. It draws the correlation between poverty and prison. How do you build a pipeline to prison? If you're running a business as a prison, how do you get kids there? You make sure that they grow up in poverty, when their brain development is at its highest that you don't provide the education that they need. Having grown up in ND I had no idea about the impact of poverty on children and their families. I think the parents spoke pretty powerfully about some of the impact to them as they were growing up. When I was in Washington DC and met with several of the staffers from Education Dept. As we were talking about poverty and the impact of poverty on kids, they lined us up into two groups. One group is in a family that's below the poverty line. The other group is a middle or upper-income family. They walked us through, statistically speaking, all the way through high school. In first grade, middle kids took 3 steps forward; lower kids take 2 steps forward. Summer is coming, middle kids take 2 steps forward, lower take a step back. That process kept repeating itself until you got through school and you saw that many of your peers as a low-income kid didn't graduate from high school. The point of the exercise was really to illustrate the impact of poverty on the educational attainment of kids and families.

**Ch. Nathe:** Thank you. Further support.

**Joel Kolosky, Director, West River Head Start:** Support. I am here to read a letter on behalf of Shawn Oban (see attached #12).

**Rep. J. Kelsh:** It was mentioned earlier that \$33 million comes into the state from the federal government. How is that money divided out, on what basis do you get the money from the \$33 million dollars.

**Joel Kolosky:** Each program has a different situation attached to it. For example, my program has 160 students that we serve. We have a number correlated to that number. My grant is \$1.4 million. Each program has different numbers of kids and so their grants have differing amounts that they apply for.

**Rep. J. Kelsh:** It was testified that there was a 6% increase. What time period was that over?

**Joel Kolosky:** That's within the last six years. Last year we had a quarter of 1% raise. An issue that I'm having in my area, on the edge of the oil field that number

does not even come close to the wages being paid on the western side of the state. We have high standards for our teachers; they have to have at least an Assoc. or a BA in Education or Early Childhood Education. The Assoc. is getting filtered out. Right now, 50% of my teachers have to have a bachelor's degree in Education. Compared to the Mandan Public Schools, which is the school district that I'm in competition with for teachers, they start teachers off at \$33,000 and I have to start at \$22,000. Same degree, same work, impossible to keep teachers. We are a constant revolving door; some of this money would go to quality of service. I know we all realize that we don't want our 4 year old child walking into the door seeing a new face every day. That does not build consistency or relationships, increases behavior problems and decreases learning.

Rep. J. Kelsh: The \$6 million in this bill, how close will that come to meeting the needs of the rest of the students that are in need of it across ND.

Joel Kolosky: In a perfect world, we would ask for more money to build additional centers, fully employ each center, but right now we are asking what are the needs for each individual program. Fargo needs to build centers or add spaces. My area, I could add a center, but my #1 concern is the quality of service. We've decided as a group, that the \$6 million could be divided in a competition basis to go with the highest needs. Hopefully that will meet our current needs.

Rep. Heller: Can this money be used to build capital projects.

Joel Kolosky: Bricks and mortar, it could be yes. There is a child care issue in the state, especially on the western half and we're seeing on the eastern half. The money could be used to build centers, but it can be used for other needs as well.

Rep. Heller: When the federal government decides how much each program will get, is it based on the number of students you have, so how much money is attached to each student.

Joel Kolosky: I don't have that number. It varies for each student and the program they are in. This will not be a bag of money thrown at the programs. It will be a competition grant process, just like we write for our federal grant. We have a community assessment done. I put in the grant what our needs are, what the population is, community input. That is all going to be a factor in getting any kind of monies attached to it.

Ch. Nathe: Thank you. Further support.

Dawn Williams, Director, ND Head Start Association: Support (see attached #13, read testimony of Desere Harstad, parent).

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

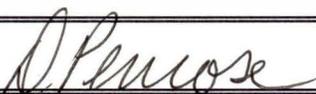
# 2013 HOUSE STANDING COMMITTEE MINUTES

House Education Committee  
Pioneer Room, State Capitol

HB 1356  
February 6, 2013  
18371

Conference Committee

Committee Clerk Signature



## Minutes:

**Ch. Nathe:** We will take a look at HB 1356. What are the committee's wishes. This bill has to do with the Head Start program with an appropriation of \$6.1 million. After having talked to Rep. Hawken and the bill sponsors, they have agreed to amend this to turn it into a study to come up with good information for the next session. I have been told that there is money in the DPI budget for this study.

**Rep. J. Kelsh:** I am wondering why DPI, why isn't this a Legislative Management study. I think that will be a more comprehensive study, and it will be open for testimony on this. I don't understand how DPI would study this.

**Ch. Nathe:** I think it was DPI because they had the money for the study.

**Rep. J. Kelsh:** You don't know if it will open to testimony from interested folks or if they just do an inside study or how do they do it.

**Ch. Nathe:** I don't know how it's done. If we want to, we could have someone from DPI come down and explain the amendment.

**Rep. D. Johnson:** I think it should be a Legislative Council study.

**Rep. Rust:** I don't think it should be a legislative management study.

**Ch. Nathe:** We can move it to Leg. Management, we're tied in to DPI.

**Rep. Rohr:** The other thought that I had was they support this program, so wouldn't that be a conflict of interest. They need to look at the confounding factors of any study that they do, and the psycho-social keeps coming up but they don't address, they address the science of this intervention and not the psycho-social factors.

**Rep. Schatz:** I move that we amend the amendment so that Legislative Management does the study not DPI.

**Rep. Rust:** Second the motion.

**Ch. Nathe: Voice vote, motion carried. We now have the bill before us with the amended amendment.**

**Rep. Schatz: I move a do pass on the amendment.**

**Rep. Rohr: Second the motion.**

**Ch. Nathe: Voice vote, motion carried. We now have the bill before us as amended.**

**Rep. Schatz: I move a Do Pass as amended.**

**Rep. Wall: Second the motion.**

**12 YES 0 NO 1 ABSENT DO PASS AS AMENDED CARRIER: Rep. Rust**

Engrossed

## 2013 HOUSE STANDING COMMITTEE MINUTES

House Education Committee  
Pioneer Room, State Capitol

HB 1356  
February 11, 2013  
18750

Conference Committee

Jocelyn Gallagher

**Minutes:**

**Chairman Nathe:** We pulled HB1356 off the calendar today. I wanted to give Rep. Hawken a chance to discuss her amendment. I need a motion to reconsider.

**Rep. Schatz:** I move we reconsider HB1356.

**Rep. Rust:** Second

**Chairman Nathe:** Any discussion, all in favor, I, all opposed, motion passes. We have 1356 back before us.

**Rep. Hawken,** District 46: (2:11) She explained why this study needs to go thru DPI and provided information on the study.

**Rep. Rust:** Are we looking at the amendment 13..0657.01001, from Feb 4

**Rep. Koppelman:** Are we considering the amendment as printed the first time?

**Rep. Meier:** I move we reconsider our action on HB 1356 in which we passed it amended and move to reconsider.

**Rep. Kelsh:** I move we go back to original amendment which leaves it in the DPI.

**Rep. Meier:** Second

**Chairman Nathe:** Do pass for the original amendment. It will strike out Legislative management and put back in Superintendent of Public Instruction all the way through the amendment.

**Chairman Nathe:** Any discussion, all favor, I, all opposed, we have amended amended the original amendment on house bill 1356.

**Rep. Meier:** I move a do pass as amended.

**Chairman Nathe:** We have a do pass on HB1356 re-amended, second by Rep. Johnson.

**Chairman Nathe:** Rep. Meier, will you carry for us.

**MINUTES FOR HB 1356 STOPPED ON RECORDING AT 12:40 ON JOB 18750**

February 7, 2013

VK  
2/7/13

PROPOSED AMENDMENTS TO HOUSE BILL NO. 1356

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act directing the legislative management to study early childhood services and early childhood education.

**BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

**SECTION 1. LEGISLATIVE MANAGEMENT STUDY - EARLY CHILDHOOD SERVICES AND EARLY CHILDHOOD EDUCATION.**

1. The legislative management shall consider studying, during the 2013-14 interim, the development, delivery, and administration of comprehensive early childhood services and early childhood education in this state. The study must include an examination of the availability, quality, and cost of services offered by existing public and private sector providers, the projected need for services during the coming ten years to twenty years, and the ability of public and private sector providers to address the expansion of facilities or the creation of additional facilities.
2. The legislative management may appoint a committee, workgroups, task forces, and subcommittees, as necessary, to provide or obtain information required in conjunction with this study.
3. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fourth legislative assembly."

Renumber accordingly

February 11, 2013

PROPOSED AMENDMENTS TO ENGROSSED HOUSE BILL NO. 1356

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act directing the superintendent of public instruction to study early childhood care and education.

**BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

**SECTION 1. EARLY CHILDHOOD CARE AND EARLY CHILDHOOD EDUCATION - STUDY BY SUPERINTENDENT OF PUBLIC INSTRUCTION - REPORT TO LEGISLATIVE MANAGEMENT.**

1. The superintendent of public instruction shall study the development, delivery, and administration of comprehensive early childhood care and early childhood education in this state. The study must include an examination of the availability, quality, and cost of services offered by existing public and private sector providers, the projected need for services during the coming ten to twenty years, and the ability of public and private sector providers to address the expansion of facilities or the creation of additional facilities.
2. The superintendent of public instruction may appoint a committee, work groups, task forces, and subcommittees, as necessary, to provide or obtain information required in conjunction with this study.
3. Before June 1, 2014, the superintendent of public instruction shall provide a final report, together with recommendations, to the legislative management."

Renumber accordingly

Date: 2/6/13  
Roll Call Vote #:       

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES  
BILL/RESOLUTION NO. 1356

House EDUCATION Committee

Check here for Conference Committee

Legislative Council Amendment Number 13. 0659. 01003

Action Taken:  Do Pass  Amended  Rerefer to Appropriations  
 Do Not Pass  Adopt Amendment

Motion Made By Rep. Schatz Seconded By Rep. Rust

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) \_\_\_\_\_ (NO) \_\_\_\_\_ (ABSENT) \_\_\_\_\_

FLOOR ASSIGNMENT \_\_\_\_\_

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

*Voice Vote - Motion Carried.*

Date: 2/6/13

Roll Call Vote #: 1

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES

BILL/RESOLUTION NO. 1356

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 \_\_\_\_\_

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) 12 (NO) 0 (ABSENT) 1

FLOOR ASSIGNMENT Rep. Rust

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

Date: Feb 11, 2013

Roll Call Vote #: \_\_\_\_\_

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES

BILL/RESOLUTION NO. 1356

House \_\_\_\_\_ **EDUCATION** \_\_\_\_\_ Committee

Check here for Conference Committee

Legislative Council Amendment Number 13-0657.02001

Action Taken:  Do Pass       Amended       Rerefer to Appropriations  
 Do Not Pass       Adopt Amendment

Motion Made By \_\_\_\_\_ Seconded By \_\_\_\_\_

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) 11 (NO) 0 (ABSENT) 2

FLOOR ASSIGNMENT \_\_\_\_\_

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

*voice vote on original amendment*

Date: Feb 11, 2013

Roll Call Vote #: 1

2013 HOUSE STANDING COMMITTEE  
ROLL CALL VOTES

BILL/RESOLUTION NO. 1356 engrossed

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 Meier Seconded By Rep Johnson

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) 11 (NO) 0 (ABSENT) 2

FLOOR ASSIGNMENT Rep Meier

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

**REPORT OF STANDING COMMITTEE**

**HB 1356: Education Committee (Rep. Nathe, Chairman)** recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (12 YEAS, 0 NAYS, 1 ABSENT AND NOT VOTING). HB 1356 was placed on the Sixth order on the calendar.

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act directing the legislative management to study early childhood services and early childhood education.

**BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

**SECTION 1. LEGISLATIVE MANAGEMENT STUDY - EARLY CHILDHOOD SERVICES AND EARLY CHILDHOOD EDUCATION.**

1. The legislative management shall consider studying, during the 2013-14 interim, the development, delivery, and administration of comprehensive early childhood services and early childhood education in this state. The study must include an examination of the availability, quality, and cost of services offered by existing public and private sector providers, the projected need for services during the coming ten years to twenty years, and the ability of public and private sector providers to address the expansion of facilities or the creation of additional facilities.
2. The legislative management may appoint a committee, workgroups, task forces, and subcommittees, as necessary, to provide or obtain information required in conjunction with this study.
3. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fourth legislative assembly."

Renumber accordingly

**REPORT OF STANDING COMMITTEE**

**HB 1356, as engrossed: Education Committee (Rep. Nathe, Chairman) recommends AMENDMENTS AS FOLLOWS and when so amended, recommends DO PASS (11 YEAS, 0 NAYS, 2 ABSENT AND NOT VOTING). Engrossed HB 1356 was placed on the Sixth order on the calendar.**

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act directing the superintendent of public instruction to study early childhood care and education.

**BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

**SECTION 1. EARLY CHILDHOOD CARE AND EARLY CHILDHOOD EDUCATION - STUDY BY SUPERINTENDENT OF PUBLIC INSTRUCTION - REPORT TO LEGISLATIVE MANAGEMENT.**

1. The superintendent of public instruction shall study the development, delivery, and administration of comprehensive early childhood care and early childhood education in this state. The study must include an examination of the availability, quality, and cost of services offered by existing public and private sector providers, the projected need for services during the coming ten to twenty years, and the ability of public and private sector providers to address the expansion of facilities or the creation of additional facilities.
2. The superintendent of public instruction may appoint a committee, work groups, task forces, and subcommittees, as necessary, to provide or obtain information required in conjunction with this study.
3. Before June 1, 2014, the superintendent of public instruction shall provide a final report, together with recommendations, to the legislative management."

Renumber accordingly

**2013 SENATE EDUCATION**

**HB 1356**

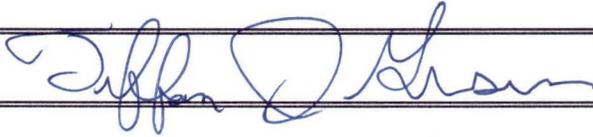
# 2013 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee  
Missouri River Room, State Capitol

HB 1356  
3-20-13  
20205

Conference Committee

Committee Clerk Signature



## Explanation or reason for introduction of bill/resolution:

A BILL for an Act directing the superintendent of public instruction to study early childhood care and education

## Minutes:

You may make reference to "attached testimony."

**Chairman Flakoll** opened the hearing on HB 1356

**Representative Jessica Haak:** I wish to testify in support of HB 1356 (Written Testimony #1 attached)

**Senator Heckaman:** How was the original appropriation in this bill?

**Representative Jessica Haak:** It was 6.15 million. That would eliminate the waiting list as well as help some of the facilities in the Western Part of the state.

**Representative Kathy Hawken, District 46:** The bill is now a study. It is a comprehensive study which would cover all levels of education from childcare through pre-k. The difference is there is \$200,000 in the DPI budget dedicated to this. We are not bringing in people from out of state. Quality childcare makes a difference. I hope you will pass this

**Chairman Flakoll:** On page 1 line 7 it says it shall study it but on line 14 it says they may ask others. Any thoughts on shall be required to ask others?

**Representative Kathy Hawken, District 46:** I am a little trusting. I have visited with our Superintendent. Then it would have to go back to the house and I don't want to see that happen but I would leave that up to you.

**Allison Driessen, Program Director of Early Explorers Head Start:** I wish to testify in support of HB 1356. (Written Testimony #2 attached) Ended at 15:01

**Senator Heckaman:** Are you able to accept any gifts or grants because you are a federal program?

**Allison Driessen:** We are allowed to receive gifts.

**Senator Heckaman:** Is that a large portion of your budget?

**Allison Driessen:** No it is not.

**Leann Nelson, NDEA:** The NDEA supports this and urges a Do Pass on HB 1356. We feel it is very important. With common core, you go more in depth and when I was talking to some kindergarten teachers I asked them how they felt about the common core. They liked it but some students come in and don't know how to hold a pen or pencil yet. She is worried about writing with the common core.

**Chairman Flakoll:** Closed the hearing on HB 1356

**Senator Heckaman:** Passed out amendments attachment #3

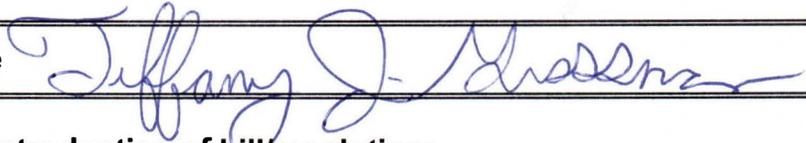
# 2013 SENATE STANDING COMMITTEE MINUTES

Senate Education Committee  
Missouri River Room, State Capitol

HB 1356  
04-01-13  
20726

Conference Committee

Committee Clerk Signature



## Explanation or reason for introduction of bill/resolution:

A BILL for an Act directing the superintendent of public instruction to study early childhood care and education

## Minutes:

You may make reference to "attached testimony."

**Chairman Flakoll:** Opened the hearing on HB 1356

**Senator Poolman:** I have an amendment to offer (Attachment #1) for an appropriation of \$2.6 million in a similar form to what we saw on 2229. It is slightly different in that it is significantly reduced and under section one number three it talks about the school district may not receive more than \$100,000 annually so if the DPI wanted to grant smaller grants with a smaller appropriation they could do so. The other significant difference is that it is coming out of the current biennium of any leftover money. Maybe this would be easier for the House to take if it is less money and it is coming out of what is extra from this biennium. If it is not there, it doesn't happen.

**Chairman Flakoll:** Can it vary? Can they do one at \$100,000 and one at \$75,000 depending upon the district's needs?

**Senator Poolman:** That is my intent. Some of the preschools can be funded for significantly less than \$100,000 so the department should have more discretion in terms of how much they would give to each district.

**Senator Poolman: Move amendment 13.0657.03003**

**Senator Heckaman: Second**

**Senator Luick:** Have all of the other attempts failed for preschool funding?

**Senator Poolman:** They cut the appropriation out of 2229 again so there is no funding from the state level.

**Chairman Flakoll:** This would take unobligated funds from the current biennium if available.

**Senator Poolman:** The DPI has to go through the process of developing. Subsection two will be a lot of work.

**Chairman Flakoll:** Does any of this go to head start directly?

**Senator Poolman:** No

**Senator Heckaman:** We are going to look at integrating services with head start the next biennium. We are nowhere near that now. I had an amendment to restore funds to head start but I won't offer those because it will change the bill back to a head start bill. This is an option to go forward and this is a good amendment.

**A roll call vote was taken to adopt the amendment to HB 1356: 5 yeas, 1 neas, 0 absent**

**Senator Heckaman: Move a Do Pass as amended to re-engrossed HB 1356 and re referred to appropriations**

**Senator Marcellais: Second**

**Senator Luick:** Looking at the bill itself, the remainder of the bill would stay intact? Is the study intact?

**Senator Poolman:** Yes.

**Chairman Flakoll:** Did your amendments change anything in the bill as it came to us?

**Senator Poolman:** It did not change the bill. It is just adding the appropriation. There is still a great deal of interest in this so it is all still there. We are just adding an appropriation for early childhood education.

**Chairman Flakoll:** New language is inserted so one would become three. We didn't remove any language. We just inserted language.

**A roll call vote was taken to re-engrossed HB 1356 as amended: 5 yeas, 1 neas, 0 absent**

**Senator Poolman will carry**

**FISCAL NOTE**  
**Requested by Legislative Council**  
**02/12/2013**

Amendment to: HB 1356

- 1 A. **State fiscal effect:** *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	2011-2013 Biennium		2013-2015 Biennium		2015-2017 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
<b>Revenues</b>			\$0			
<b>Expenditures</b>			\$200,000			
<b>Appropriations</b>			\$0			

- 1 B. **County, city, school district and township fiscal effect:** *Identify the fiscal effect on the appropriate political subdivision.*

	2011-2013 Biennium	2013-2015 Biennium	2015-2017 Biennium
<b>Counties</b>		\$0	
<b>Cities</b>		\$0	
<b>School Districts</b>		\$0	
<b>Townships</b>		\$0	

- 2 A. **Bill and fiscal impact summary:** *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

HB 1356 creates an Act directing the Superintendent of Public Instruction to study early childhood care and education.

- B. **Fiscal impact sections:** *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

HB 1356 would require the North Dakota Department of Public Instruction (NDDPI) to study the development, delivery, and administration of comprehensive early childhood care and early childhood education in this state. The study must include an examination of the availability, quality and cost of services offered by existing public and private sector providers, the projected need for services during the coming ten to twenty years, and the ability of public and private sector providers to address the expansion of facilities or the creation of additional facilities. The following components of the bill would incur a fiscal impact to the NDDPI: 1. Appointment of a committee or task force to provide or obtain information required in conjunction with this study. 2. Collaboration with an in-state educational consultant/facilitator to assist with the study. 3. The compilation of a final report, with recommendations, to the legislative management before June 1, 2014.

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*

- A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

No revenues.

- B. **Expenditures:** *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

HB 1356 would have a fiscal impact on the NDDPI. The estimated breakdown of expenditures includes: 1) Committee/task force meetings from August 1, 2013 to June 1, 2014. An estimated 30 member task force attending approximately 10 meetings. Expenses to include stipends and reimbursement for travel related expenses. (150,000) 2)NDDPI facilitator of the study. (15,000) 3)Experienced North Dakota educator to serve as a consultant/facilitator. (25,000) 4)Miscellaneous expenses such as substitute teacher costs, meeting facility costs, and printing. (10,000)

- C. **Appropriations:** *Explain the appropriation amounts. Provide detail, when appropriate, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation is also included in the executive budget or relates to a continuing appropriation.*

There is currently no appropriation to support this bill. For the NDDPI to carry out this bill, an appropriation would need to be provided.

**Name:** Laurie Matzke

**Agency:** Department of Public Instruction

**Telephone:** (701) 328-2284

**Date Prepared:** 02/14/2013

April 1, 2013

*FB*  
*4-1-13*  
*1 of 2*

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1356

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide an appropriation for early childhood education grants; and to provide for a transfer.

**BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

**SECTION 1. APPROPRIATION.** There is appropriated out of any moneys in the early childhood education fund in the state treasury, not otherwise appropriated, the sum of \$2,600,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of providing annual early childhood education grants to eligible school districts, for the biennium beginning July 1, 2013, and ending June 30, 2015.

1. Any school district offering a program of early childhood education, approved in accordance with section 15.1-37-01, is eligible to receive a grant under this section.
2. The superintendent of public instruction shall provide for an annual application process and shall select award recipients. The selection process must take into account the geographic distribution of recipients, the district's service area, the general economic circumstances within the service area, and the district's current or anticipated financial commitment to providing early childhood education.
3. A school district may not receive more than \$100,000 annually under this section.
4. As a condition of receiving an early childhood education grant, a school district shall commit to maintaining a full-time equivalent student-teacher ratio of ten-to-one or sixteen-to-one if the teacher is assisted by a full-time classroom aide.
5. As a condition of receiving an early childhood education grant, a school district shall commit to utilizing the PowerSchool information system and to providing data to the superintendent of public instruction at the time and in the manner requested by the superintendent.
6. The superintendent of public instruction shall monitor the grant recipients, compile data regarding the recipients' provision of early childhood education, and report any findings and recommendations to the legislative management.

**SECTION 2. TRANSFER.** Notwithstanding section 15.1-27-22.1, if any moneys remain in the grants - state school aid line item after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2011-13 biennium, the superintendent shall transfer the first \$2,600,000 to the early childhood education fund in the state treasury. Moneys in the early childhood education fund are not subject to section 54-44.1-11."

Renumber accordingly

2 of 2



Date: 4-01-13

Roll Call Vote #: 2

2013 SENATE STANDING COMMITTEE  
ROLL CALL VOTES

BILL/RESOLUTION NO. 1356

Senate Education Committee

Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken:  Do Pass  Do Not Pass  Amended  Adopt Amendment  
 Rerefer to Appropriations  Reconsider

Motion Made By Heckaman Seconded By Marcellais

Senators	Yes	No	Senator	Yes	No
Chairman Tim Flakoll	<input checked="" type="checkbox"/>		Senator Joan Heckaman	<input checked="" type="checkbox"/>	
Vice Chairman Donald Schaible		<input checked="" type="checkbox"/>	Senator Richard Marcellais	<input checked="" type="checkbox"/>	
Senator Larry Luick	<input checked="" type="checkbox"/>				
Senator Nicole Poolman	<input checked="" type="checkbox"/>				

Total (Yes) 5 No 1

Absent 0

Floor Assignment Poolman

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

**REPORT OF STANDING COMMITTEE**

**HB 1356, as reengrossed: Education Committee (Sen. Flakoll, Chairman)** recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** and **BE REREFERRED** to the **Appropriations Committee** (5 YEAS, 1 NAYS, 0 ABSENT AND NOT VOTING). Reengrossed HB 1356 was placed on the Sixth order on the calendar.

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide an appropriation for early childhood education grants; and to provide for a transfer.

**BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

**SECTION 1. APPROPRIATION.** There is appropriated out of any moneys in the early childhood education fund in the state treasury, not otherwise appropriated, the sum of \$2,600,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of providing annual early childhood education grants to eligible school districts, for the biennium beginning July 1, 2013, and ending June 30, 2015.

1. Any school district offering a program of early childhood education, approved in accordance with section 15.1-37-01, is eligible to receive a grant under this section.
2. The superintendent of public instruction shall provide for an annual application process and shall select award recipients. The selection process must take into account the geographic distribution of recipients, the district's service area, the general economic circumstances within the service area, and the district's current or anticipated financial commitment to providing early childhood education.
3. A school district may not receive more than \$100,000 annually under this section.
4. As a condition of receiving an early childhood education grant, a school district shall commit to maintaining a full-time equivalent student-teacher ratio of ten-to-one or sixteen-to-one if the teacher is assisted by a full-time classroom aide.
5. As a condition of receiving an early childhood education grant, a school district shall commit to utilizing the PowerSchool information system and to providing data to the superintendent of public instruction at the time and in the manner requested by the superintendent.
6. The superintendent of public instruction shall monitor the grant recipients, compile data regarding the recipients' provision of early childhood education, and report any findings and recommendations to the legislative management.

**SECTION 2. TRANSFER.** Notwithstanding section 15.1-27-22.1, if any moneys remain in the grants - state school aid line item after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2011-13 biennium, the superintendent shall transfer the first \$2,600,000 to the early childhood education fund in the state treasury. Moneys in the early childhood education fund are not subject to section 54-44.1-11."

Renumber accordingly

**2013 SENATE APPROPRIATIONS**

**HB 1356**

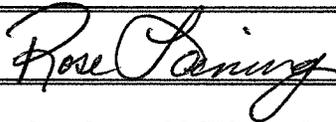
# 2013 SENATE STANDING COMMITTEE MINUTES

## Senate Appropriations Committee Harvest Room, State Capitol

HB 1356  
April 8, 2013  
Job # 20969

Conference Committee

Committee Clerk Signature



### Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for early childhood education grants; and to provide for a transfer.

### Minutes:

Testimony attached # 1 - 3

Legislative Council - Sheila M. Sandness  
OMB - Lori Laschkewitsch

**Chairman Holmberg** opened the hearing on HB 1356. (2nd engrossment with senate amendments)

**Rep. Jessica Haak, District 12, Jamestown, ND**, as sponsor introduced HB 1356.  
See attached testimony #1.

**Senator Nicole Poolman, District 7**, was a bill sponsor of HB 1356. We are trying to find some middle ground with the House. The original bill was 2229. The House wasn't willing to approve the appropriation so this is a lower appropriation. It would be a different funding source. It would be taking it from the leftovers. It's not new money we are asking for and it's less than what we asked for in the past. We want to find some common ground with the House.

**Chairman Holmberg** spoke about other bills wanting money from the same source. (03:28)

**V. Chairman Grindberg:** How many schools participate in Power Schools?

**Senator Poolman:** It's starting to be a majority. She didn't have numbers.

**Lori Laschkewitsch, OMB:** All of the schools will be on power school by the end of this biennium.

**Senator Wanzek:** Are you aware of the program Gearing Up for Kindergarten? I'm more favorable toward that because it engages the parents more and I want to emphasize that. How would the programs work together?

**Senator Poolman:** I want to see more parental involvement. My goal is another study for Head Start. I'd like to see us stream line early education programs and we can pick and choose. Will it conflict with it, I don't think so.

**V. Chairman Grindberg:** There are 4 versions of 1356 -- the first engrossment in the House was a study. Two years ago we had a lot of discussion about child care and a study was put in place. Sometimes it's frustrating to not have a system wide plan. Are you aware of any other studies?

**Senator Poolman:** I would love to see it all under the DPI and see everything streamlined.

**Chairman Holmberg:** Do we in the bill, as it is written, set up the expectations that this is a one-time appropriation. It's an appropriation to each school district. Will they expect this check into the future?

**Senator Poolman:** I would hope the DPI would make it clear that this is a startup grant for startup costs and that we can't guarantee the money will be there tomorrow.

**Chairman Holmberg:** It's a challenge. There's no pilot program, that I can immediately recall, that has ever been unsuccessful. They are back for more in the next session.

**Senator Poolman:** I believe the new formula and the 12 miscellaneous mills will give the school districts the opportunity to locally fund pre-school should there be a demand and should that be a priority of that district. I do see this grant as being seen as one-time and startup money.

**(10:35) V. Chairman Bowman:** We keep hearing about property tax and then they decide to fund this. Either we need it and should spend the money on it or we don't need it and shouldn't spend the money on it. Once we get started, they come back and ask for property tax relief and we didn't spend the money in the first place. It's the local people that made that decision. What's your comment on that for the future of this program?

**Senator Poolman:** The responsibility comes down on the local school board. If they want to levy those mills then they have to take the brunt of the frustration and increase property taxes. They have the flexibility.

**(12:00) Senator Erbele:** The way the bill started was for Head Start funding. Is that off the table? Is there any funding for Head Start anywhere? Answer - no.  
Discussion continued on the streamlining and studies of early childhood programs.

**Kirsten Baesler, Director, Department of Public Instruction**

Testified in favor of HB 1356

Testimony attached # 2 - Brandt Dick, Underwood School District

Testimony attached # 3 - Janelle Ferderer, Director, Emmons County Special Education

It is my firm conviction that by applying this money to early childhood education the state of North Dakota will save money because there won't be as many students counted at risk

when they reach middle school and high school. It all comes down to money and where is the right place to invest it.

**Senator Erbele:** A couple of constituent questions. One runs a private pre-school in my district and was concerned that this was in conflict with what they wanted to do with their private school. Do you see this being harmful to what they are doing?

**Kirsten Baesler:** There will always be a need/desire to send their child to a private school. It's an opportunity to have more options.

**Senator Erbele:** There are three students in my district that are eligible but only one student that would choose to be involved. Where is the cost efficiency trying to develop a program for one student?

**Kirsten Baesler:** Developing a program for one student would be a fiscally responsible decision for that school board to make.

**Senator Wanzek:** I'm not opposed to helping kids, but until we address the breakdown of the family, I don't feel we'll make much progress. If we identify and invest in parents that are having difficulty, I might be more receptive to this. Maybe a voucher payment would be better. Would that be an option?

**Kirsten Baesler:** I think parents should be involved. I would then ask - what about districts that don't have even a private pre-school. It shouldn't matter what your parents do for a living. That child should have an opportunity for an equal education.

**Senator Erbele:** When I'm looking at the Underwood system that's been at it for 18 years, has anything been looked at or tracked to see if that preschool program has benefitted? Have they done better coming out of high schools than my school that doesn't have it.

**Kirsten Baesler:** Not specifically at Underwood's data and statistics. (22:04) She went on to discuss the data they have looked at.

**Chairman Holmberg** closed the hearing on HB 1356.

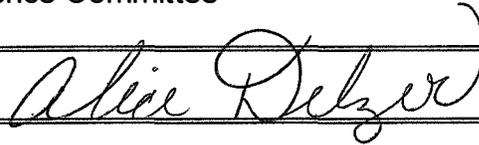
# 2013 SENATE STANDING COMMITTEE MINUTES

## Senate Appropriations Committee Harvest Room, State Capitol

HB 1356  
04-09-2013  
Job # 21033

Conference Committee

Committee Clerk Signature



### Explanation or reason for introduction of bill/resolution:

A Bill relating to Early Childhood Education Grants (Do Not Pass)

### Minutes:

You may make reference to "attached testimony."

**Chairman Holmberg** opened the hearing on HB 1356 on Tuesday, April 9, 2013. All committee members were present.

Becky J. Keller - Legislative Council  
Lori Laschkewitsch - OMB

**Chairman Holmberg:** 1356 parallels what was around in 2229. it includes \$2.6M of unanticipated money left over in the state aid grant for schools. Money left over there is anticipated to be \$4M roughly, there's plenty of money in it. So if you are worrying about the general fund, as to vote for or against this, it does not impact the general fund. If your concern is a philosophical one then that's totally a different story.

**Senator Robinson:** You referred to this state aid grant aid balance is a cookie jar that's an access or is this one of the first ones in line.

**Chairman Holmberg:** No, we've accessed it to the tune of the cookie jar.

**Senator Robinson :** asked if we are ok.

**Chairman Holmberg:** We're fine. We killed the big one that they wanted to take \$3M out for rapid enrollment this time and we saw that happen today. Do we have a motion on the bill?

**Senator Erbele** MOVED A DO NOT PASS. 2<sup>nd</sup> by Senator Gary Lee .

**Chairman Holmberg:** Discussion.

**Senator Erbele:** The bill came to the Senate, Education Committee and the study, there's the ones that brought the language of SB 2229. SB 2229, money was taken out in the

House but it is allowing the local districts to do the programs anyway they can with excess federal funds or whatever. It's a case where I think it's best left to the individual school in the communities to decide how they want to run the preschool system.

**Senator Mathern:** I would encourage a no vote to the motion. What is nice about this bill it puts a frame work in place about early childhood education. I don't think it has enough money in terms of the 2.6, but I think the 2.6 was a good effort to get this going in each school district and not just some school districts. I would hope we could resist the motion and pass the bill.

**Senator Erbele:** I am still thinking with the preschool education the parents are the most important factor, we have a good thing in Gearing up for Children with the extension part that's in HB 1013, and I am understanding in Gearing up for Kindergarten what the House had taken out. If we are going to add any money to it, I would encourage even adding more to that rather than doing this bill. (4.44)

**Chairman Holmberg:** Call the roll on a Do Not Pass on HB 1356.

**A Roll Call vote was taken. Yea: 8; Nay: 5; Absent: 0.**

**Senator Erbele will carry the bill on the floor.**

The hearing was closed on 1356

**FISCAL NOTE**  
**Requested by Legislative Council**  
**02/12/2013**

Amendment to: HB 1356

- 1 A. **State fiscal effect:** *Identify the state fiscal effect and the fiscal effect on agency appropriations compared to funding levels and appropriations anticipated under current law.*

	2011-2013 Biennium		2013-2015 Biennium		2015-2017 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
<b>Revenues</b>			\$0			
<b>Expenditures</b>			\$200,000			
<b>Appropriations</b>			\$0			

- 1 B. **County, city, school district and township fiscal effect:** *Identify the fiscal effect on the appropriate political subdivision.*

	2011-2013 Biennium	2013-2015 Biennium	2015-2017 Biennium
<b>Counties</b>		\$0	
<b>Cities</b>		\$0	
<b>School Districts</b>		\$0	
<b>Townships</b>		\$0	

- 2 A. **Bill and fiscal impact summary:** *Provide a brief summary of the measure, including description of the provisions having fiscal impact (limited to 300 characters).*

HB 1356 creates an Act directing the Superintendent of Public Instruction to study early childhood care and education.

- B. **Fiscal impact sections:** *Identify and provide a brief description of the sections of the measure which have fiscal impact. Include any assumptions and comments relevant to the analysis.*

HB 1356 would require the North Dakota Department of Public Instruction (NDDPI) to study the development, delivery, and administration of comprehensive early childhood care and early childhood education in this state. The study must include an examination of the availability, quality and cost of services offered by existing public and private sector providers, the projected need for services during the coming ten to twenty years, and the ability of public and private sector providers to address the expansion of facilities or the creation of additional facilities. The following components of the bill would incur a fiscal impact to the NDDPI: 1. Appointment of a committee or task force to provide or obtain information required in conjunction with this study. 2. Collaboration with an in-state educational consultant/facilitator to assist with the study. 3. The compilation of a final report, with recommendations, to the legislative management before June 1, 2014.

3. **State fiscal effect detail:** *For information shown under state fiscal effect in 1A, please:*

- A. **Revenues:** *Explain the revenue amounts. Provide detail, when appropriate, for each revenue type and fund affected and any amounts included in the executive budget.*

No revenues.

- B. **Expenditures:** *Explain the expenditure amounts. Provide detail, when appropriate, for each agency, line item, and fund affected and the number of FTE positions affected.*

HB 1356 would have a fiscal impact on the NDDPI. The estimated breakdown of expenditures includes: 1) Committee/task force meetings from August 1, 2013 to June 1, 2014. An estimated 30 member task force attending approximately 10 meetings. Expenses to include stipends and reimbursement for travel related expenses. (150,000) 2)NDDPI facilitator of the study. (15,000) 3)Experienced North Dakota educator to serve as a consultant/facilitator. (25,000) 4)Miscellaneous expenses such as substitute teacher costs, meeting facility costs, and printing. (10,000)

- C. **Appropriations:** *Explain the appropriation amounts. Provide detail, when appropriate, for each agency and fund affected. Explain the relationship between the amounts shown for expenditures and appropriations. Indicate whether the appropriation is also included in the executive budget or relates to a continuing appropriation.*

There is currently no appropriation to support this bill. For the NDDPI to carry out this bill, an appropriation would need to be provided.

**Name:** Laurie Matzke

**Agency:** Department of Public Instruction

**Telephone:** (701) 328-2284

**Date Prepared:** 02/14/2013

Date: 4-9-13

Roll Call Vote # 1

2013 SENATE STANDING COMMITTEE  
ROLL CALL VOTES

BILL/RESOLUTION NO. 1356

Senate Appropriations Committee

Check here for Conference Committee

Legislative Council Amendment Number \_\_\_\_\_

Action Taken  Adopt Amendment  Do Pass  
 Do Pass as Amended  Do Not Pass

Motion Made By Erbele Seconded By Lee

Senators	Yes	No	Senator	Yes	No
Chairman Ray Holmberg	✓	✓	Senator Tim Mathern		✓
Co-Vice Chairman Bill Bowman	✓		Senator David O'Connell		✓
Co-Vice Chair Tony Grindberg	✓		Senator Larry Robinson		✓
Senator Ralph Kilzer	✓		Senator John Warner		✓
Senator Karen Krebsbach	✓				
Senator Robert Erbele	✓				
Senator Terry Wanzek	✓				
Senator Ron Carlisle	✓				
Senator Gary Lee	✓				

Total (Yes) 8 No 5

Absent 0

Floor Assignment Erbele

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

**REPORT OF STANDING COMMITTEE**

**HB 1356, as reengrossed and amended: Appropriations Committee (Sen. Holmberg, Chairman) recommends DO NOT PASS (8 YEAS, 5 NAYS, 0 ABSENT AND NOT VOTING).** Reengrossed HB 1356, as amended, was placed on the Fourteenth order on the calendar.

**2013 TESTIMONY**

**HB 1356**

Testimony in Support of HB 1356

January 29, 2013

Thank you Chairman Nathe and members of the House Education committee. For the record, I am Jessica Haak Representative for District 12 in Jamestown. I am pleased to come before you this morning to present HB 1356 which would provide supplemental funding to the Head Start program in North Dakota which will place many at risk children in an educational program. North Dakota has seen incredible growth and prosperity in recent years, it is most important to remember that the future belongs to the children of this state. I have no doubt that everyone on this committee deeply cares for and works for a better tomorrow for North Dakota's children.

The care of children in North Dakota is of great concern to many economic development groups. After all, if we are going to continue to grow and prosper in North Dakota it is important to ensure that moving forward we have adequate child care, especially for children who are the most at risk.

North Dakota Head Start programs currently serve 2,388 children. We also have over 500 children on the waiting list for these programs and all are income eligible. The number on the waiting list nearly doubles when you look at those who are just barely over the income level, to about 1,000 children who are on waiting lists across North Dakota. This bill is an investment in the future of children and would help eliminate those waiting lists.

I will quickly walk you through the bill, and then allow much more qualified experts on the Head Start program testify and answer the tough questions.

Section one of the bill allows for an appropriation for the purpose of providing grants to head start programs across the state for the next biennium. This will help meet the needs of children who meet the eligibility criteria and are on waiting lists, as well as meeting needs in the western head start programs that are having difficulty hiring and maintaining staff. Program guidelines are offered for the grants under section one.

Section two allows the department to monitor and provide oversight of all grant recipients.

Section three states that the appropriation does not create eligibility entitlements.

I would be happy to stand for any questions, but know that the people who will testify after me will have a much deeper knowledge on the specifics of Head Start programs.

Rep. Jessica Haak District 12, Jamestown

Testimony – Nicole Poolman, District 7

January 29, 2013

Chairman Nathe and members of the Education Committee, for the record my name is Nicole Poolman, and I represent District 7 in the Senate. I come before you today to talk about an issue facing our youngest and poorest children: lack of access to a quality preschool education.

Early childhood education has become the norm for most of our state's preschoolers. We have learned so much about brain development and the importance of early education that many of our parents and private sector preschools have significantly stepped up the quality and depth of education for our youngest set.

So you're thinking... What's the problem? The private sector is doing a great job. And my answer is yes, they are... For those who have access to it. For those who do not, it creates an ever-widening gap in their learning abilities, behaviors, and general knowledge.

The problem arises because our middle and upper-class parents have increased the level of education provided to their young children, while the children living in poverty in our state still lack access to preschool and typically live in households who do not understand the critical nature of those first five years. As a result, **poor children start school at a disadvantage in terms of their early skills, behaviors, and health.** Fewer than half (48 percent) of poor children are ready for school at age five, compared to 75 percent of children from families with moderate and high income, **a 27 point gap.**

School readiness has effects beyond the first few months of kindergarten; children with higher levels of school readiness at age five are generally more successful in grade school, are less likely to drop out of high school, and earn more as adults, even after adjusting for differences in family background. Entering school ready to learn can improve one's chances of reaching middle-class status by age 40 by about 8 percentage points.

**The gap created by a lack of preschool education for poor children is the problem I ask you to address this session.** Head Start is one possible solution to the problem, and with 500

children on the income-eligible waiting list and 500 more who are also poor and without preschool, your decision to fund this bill would put 1,000 kids in the educational environment we know they so desperately need to succeed once they get to elementary school.

Regardless of your decision on this bill, please keep in mind the problem that we **MUST** address: **Poor children enter school two years behind their peers. When they start behind, they stay behind.** We need to find a way to close that achievement gap before they walk through the doors on their first day of kindergarten. This bill is one possible solution, and I respectfully ask you to support it.

## House Bill 1356 Testimony

House Education Committee

January 29, 2013

---

Good morning Chairperson Nathe and members of the House Education Committee. My name is Allison Driessen and I am the Program Director of Early Explorers Head Start, a grantee agency of the Towner-Granville- Upham School District with Head Start classrooms located in Anamoose, Bottineau, Devils Lake, Harvey, Rugby, Towner, Turtle Lake and Velva and a Pre-Kindergarten program in collaboration with Devils Lake Public Schools. I am testifying in support of House Bill 1356.

The purpose of my remarks is to provide a brief overview of Head Start, the impact of early childhood education, recognizing the changing demographics of families in North Dakota and outlining the opportunities that House Bill 1356 will make for children.

Since its beginning in 1965, Head Start's goal has been to boost the school readiness of low-income children. Based on a whole child model, the program provides comprehensive services that include:

- \*Research based preschool education;
- \*Medical, dental and mental health care;
- \*Nutrition services; and
- \* Support to parents to foster their child's development

There are thirteen Head Start programs in North Dakota serving over 2,348 income eligible children in North Dakota. Three of the Head Start programs are located on reservations. There is a map of North Dakota Head Start program service areas in the information packet. Head Start programs collaborate with school districts, child care, universities and other community partners to provide services in areas as small as Anamoose and Gwinner and

## House Bill 1356 Testimony

House Education Committee

January 29, 2013

---

as large as Grand Forks and Fargo. There are over 120 Head Start classrooms in North Dakota.

The second document is the Head Start Federal Income Guidelines that follows my testimony. To be eligible for enrollment, families must complete an application, which scores families based on income, age of child, risk factors and family demographics to determine which families have the greatest need for services. A family of four cannot earn more than \$23,550 to be eligible for the program. As of the end of January 2013, there are 451 income eligible children and 431 over income children for a total of 882 children on waiting lists across the state of North Dakota.

Head Start programs are monitored by the Head Start Federal Performance Standards mandating programs to comply with over 2000 regulations. Head Start programs are monitored on a triennial cycle and are responsible for monthly, quarterly and annual reporting requirements.

What happens in early childhood can influence a lifetime of learning for every child. Research supports high-quality pre-kindergarten programs as an effective strategy to improve education achievement. Studies show that children who attend high quality pre-kindergarten programs enter kindergarten with better language, reading, math and social skills. They have fewer grade retentions, less remediation, higher standardized scores and higher graduation rates.<sup>1</sup>

---

<sup>1</sup> National Research Council and Institute of Medicine (2000) From neurons to neighborhoods: The science of early childhood development. Committee on Integrating the Science of Early

## House Bill 1356 Testimony

House Education Committee

January 29, 2013

---

The North Dakota Head Start Association was recently awarded research dollars to develop a statewide longitudinal data. This process includes aligning with a public school database to track children after transitioning into kindergarten. Developing a statewide data system is critical because national data does not adequately demonstrate the success of North Dakota programs. This has also been true in measuring the academic achievements of public schools and higher education.

Head Start curriculum and environments are research based and focus on development through child directed experiences that provide play based opportunities for exploration, problem-solving skills, and flexibility and encourage a love of learning.

The composition of North Dakota families has changed considerably. Both parents are working full time jobs or working multiple part time jobs. According to the North Dakota State Data Center, North Dakota tied with Nebraska for the highest multiple job-holding rates in the nation since 2008. The reasons for multiple job holding are varied and include part-time work, low wages, limited benefits, underemployment and seasonal work. We are a mobile society driven by employment. Families are moving to North Dakota expecting preschool supports and finding they do not exist, are at full capacity or they cannot afford the services.

## **House Bill 1356 Testimony**

House Education Committee

January 29, 2013

---

House Bill 1356 requests \$6,150,000 to expand services to at risk children through additional Head Start slots, extend service hours of existing part day programs or enhance quality services by collaborating with local school districts and childcare to meet the needs of families.

As the academic achievement stakes continue to rise, policy makers must recognize that preparing children for school is a shared responsibility between the parents and the community. In a majority of communities across North Dakota high quality, early childhood education opportunities do not exist. Local school districts rely on federal, state and local funding to provide high quality education. Head Start urges the legislative assembly to recognize this is also true of services to our most at-risk young children. The support of the House Education Committee will be a first step in ensuring that children and families can overcome risk factors and succeed in school and in life. The success of every child translates to a more competitive workforce, a greater tax base while reducing public expense in special education costs, public assistance, crime control and lost taxes.

Thank you for the opportunity to testify on behalf of House Bill 1356. I welcome any questions from the House Education Committee.

Allison Dybing-Driessen  
Early Explorers Head Start  
701 Main Street North  
Towner, ND 58788  
[allison.dybing.1@sendit.nodak.edu](mailto:allison.dybing.1@sendit.nodak.edu)

## House Bill 1356 Testimony

House Education Committee

January 29, 2013

---

### 2013 Poverty Guidelines for the 48 Contiguous States and the District of Columbia

Persons in family/household / Poverty guideline

1 / \$11,490

2 / 15,510

3 / 19,530

4 / 23,550

5 / 27,570

6 / 31,590

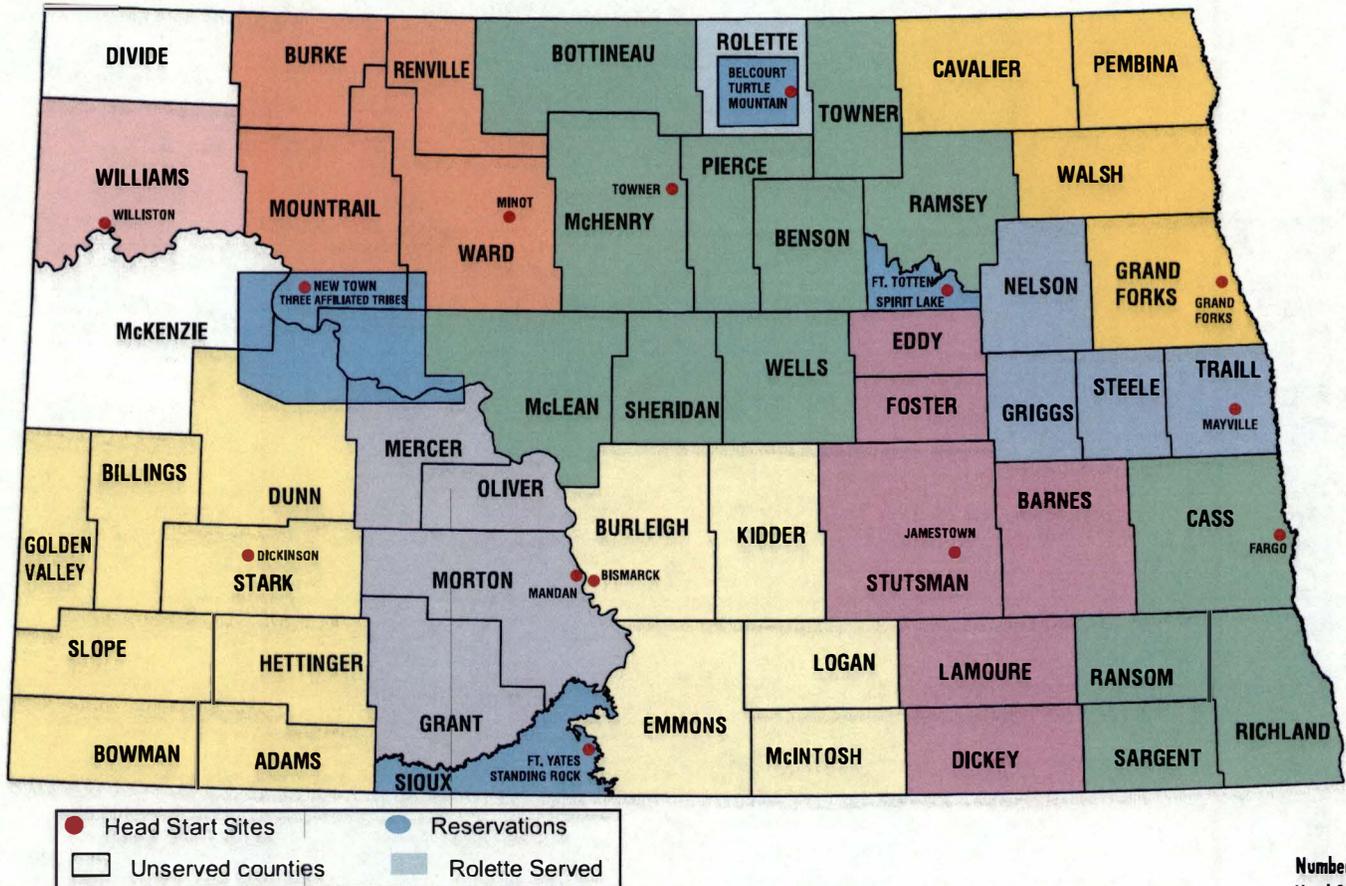
7 / 35,610

8 / 39,630

For families/households with more than 8 persons,  
add \$4,020 for each additional person.

# NORTH DAKOTA HEAD START ADMINISTRATIVE SITES, JUNE 2012

## FUNDED ENROLLMENT: 2,933 Children



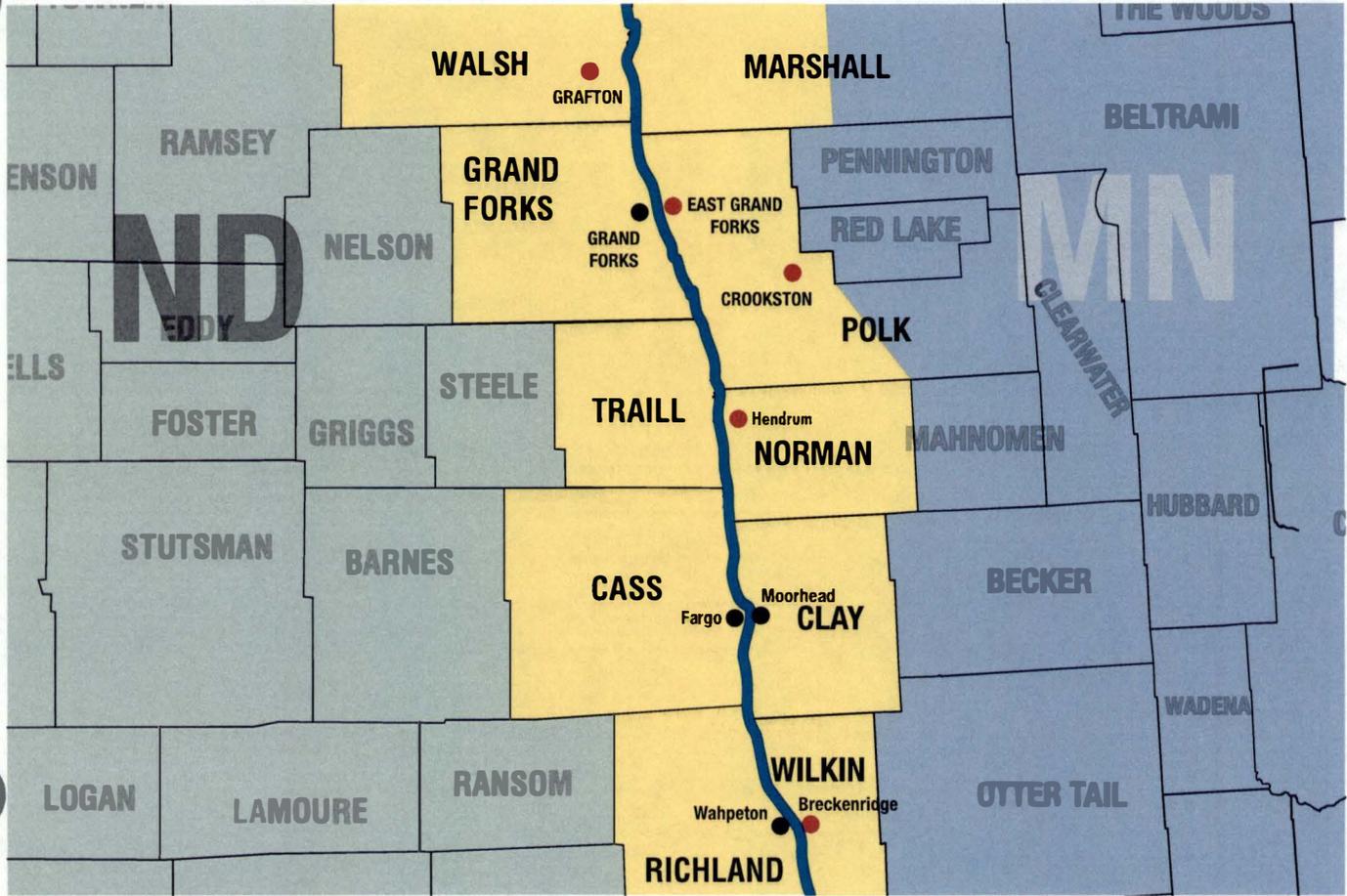
	Address/PO Box	City/State/Zip	Phone	Fax	Number of Head Start Children
Julie Quamme		Williston, ND 58802	(701) 572-2346	(701) 572-0494	110
Kelly Bradfield	509 9th Street North	New Town, ND 58763	(701) 627-4820	(701) 627-4401	163
Cheryl Ekblad	2815 Burdick Expressway East	Minot, ND 58702	(701) 857-4688	(701) 857-4517	270
Jennifer Ramey	CAP Bldg Hwy 5 W. • PO Box 900	Belcourt, ND 58316	(701) 477-0260	(701) 477-8597	330
Allison Driessen	701 Main Street North	Towner, ND 58788	(701) 537-5409	(701) 537-5312	216
Lisa Jorgenson	816 3rd Avenue N • PO Box 89	Fort Totten, ND 58335	(701) 766-4070	(701) 766-1357	100
Dr. Jerry Jonnson	3600 6th Avenue North	Grand Forks, ND 58203	(701) 746-2433 Ext. 12	(701) 746-2450	357
Allison Johnson	330 3rd Street N.E.	Mayville, ND 58257	(701) 788-4868	(701) 788-4781	80
Barry Nelson	3233 South University Drive	Fargo, ND 58104	(701) 235-8931	(701) 298-7622	309
Dr. Sharon Hansen	107 3rd Avenue S.E.	Dickinson, ND 58601	(701) 227-3010	(701) 225-1968	152
Josef Kolosky	1007 18th Street N.W.	Mandan, ND 58554	(701) 667-8668	(701) 667-7771	160
Carmelita Bear Ribs	200 Proposal Avenue • PO Box 768	Fort Yates, ND 58537	(701) 854-7250	(701) 854-7257	257
Laurel Nybo	720 N. 14th Street	Bismarck, ND 58501	(701) 323-4400	(701) 323-4405	231
Tammy Hoggarth	1411 12th Ave. N.E. • PO Box 507	Jamestown, ND 58402	(701) 252-1821	(701) 252-7108	198

**North Dakota Department of Human Services**  
**Children and Family Services Division**  
 State Capitol-Judicial Wing  
 Phone: 701-328-1711  
 Fax: 701-328-3538

**Head Start - State Collaboration Office**  
**Linda Rorman** ~ Administrator  
 Email: lrorman@nd.gov  
 600 East Boulevard Avenue, Dept. 325  
 Bismarck, ND 58505-0250

For more information please visit our website at: [www.nd.gov/dhs/services/childfamily/headstart/sites.html](http://www.nd.gov/dhs/services/childfamily/headstart/sites.html)

**MIGRANT & SEASONAL HEAD START AND EARLY HEAD START PROGRAM  
JUNE 2012 FUNDED ENROLLMENT - TOTAL: 1070 ND: 144**



● Head Start/Early Head Start Sites

	Address/PO Box	City/State/Zip	Phone	Fax	Number of Head Start Children
Tami Northagen	1301 McHugh Avenue	Grafton, ND 58237	(701) 352-0238	(701) 352-0035	114
Nora Campos	1825 Central Avenue N.W.	East Grand Forks, MN	(218) 773-8452	(218) 773-2524	33
Bethany Higdem	810 Beede Avenue	Breckenridge, MN	(218) 641-4036	(218) 281-0738	52
Patricia Schilling	320 Main Street East	Hendrum, MN 56550	(218) 861-6738	(218) 281-0708	45

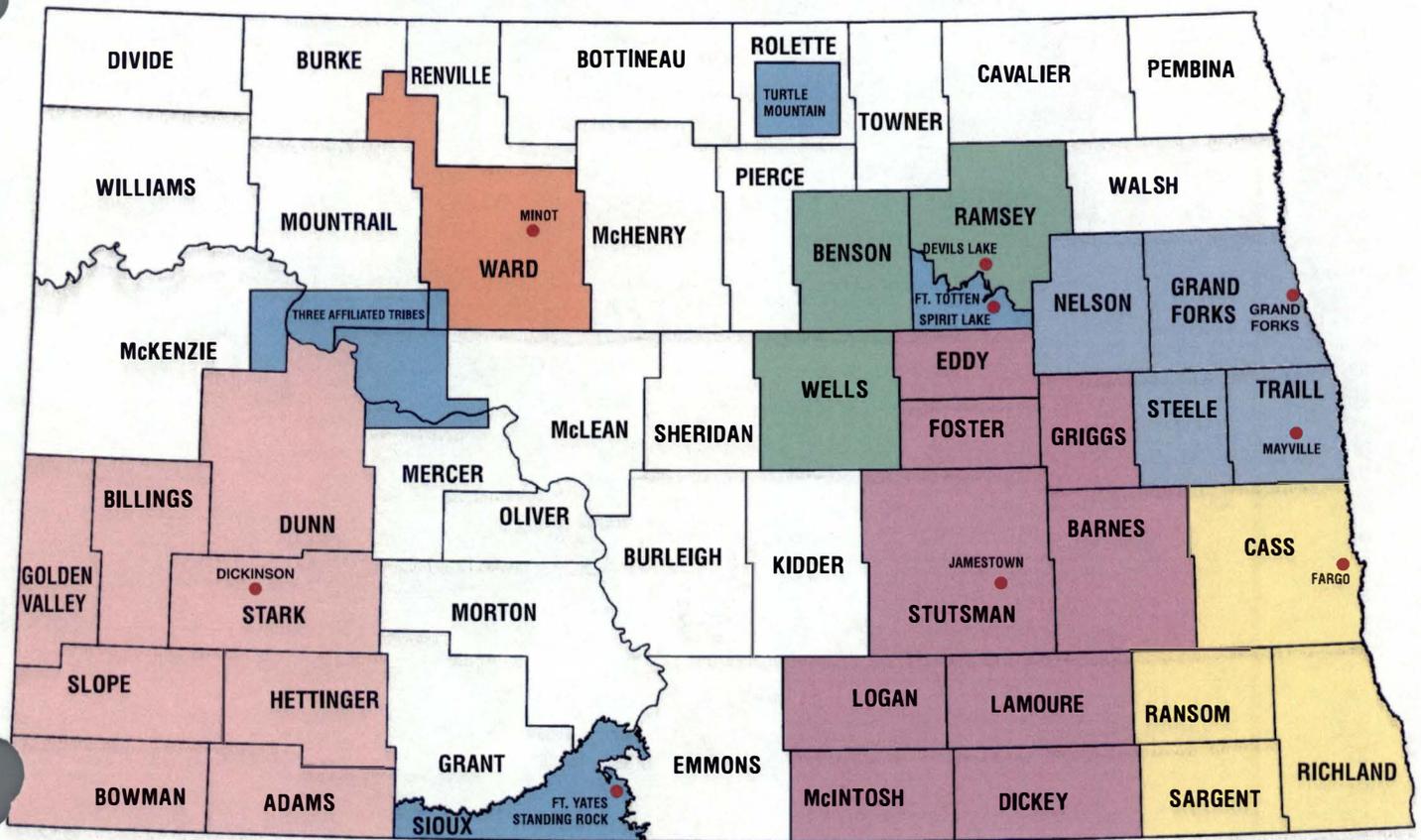
**Tri-Valley Opportunity Council Migrant & Seasonal Head Start/Early Head Start**  
**Laurie Coleman** ~ Head Start, Child & Family Programs Director  
 P.O. Box 607 102 North Broadway Crookston MN 56716  
 Phone: 218-281-0542 • Cell: 701-430-2020 • Fax: 218-281-0717  
 Email: [lauriec@tvoc.org](mailto:lauriec@tvoc.org)

**North Dakota Department of Human Services**  
**Children and Family Services Division**  
 State Capitol-Judicial Wing  
 Phone: 701-328-1711  
 Fax: 701-328-3538

**Head Start - State Collaboration Office**  
**Linda Rorman** ~ Administrator  
 Email: [lrorman@nd.gov](mailto:lrorman@nd.gov)  
 600 East Boulevard Avenue, Dept. 325  
 Bismarck, ND 58505-0250

# NORTH DAKOTA EARLY HEAD START ADMINISTRATIVE SITES, JUNE 2012

## FUNDED ENROLLMENT: 565 INFANTS, TODDLERS, AND PREGNANT WOMEN



Number of  
Early Head  
Start Infants,  
Toddlers,  
and Pregnant  
Women

	Address/PO Box	City/State/Zip	Phone	Fax	
Cheryl Ekblad	2815 Burdick Expressway East	Minot, ND 58702	(701) 857-4688	(701) 857-4517	85
Allison Driessen	1401 College Drive North	Devils Lake, ND 58301	(701) 665-4431	(701) 665-4442	66
Lisa Jorgenson	816 3rd Avenue N • PO Box 89	Fort Totten, ND 58335	(701) 766-4070	(701) 766-1357	75
Allison Johnson	330 3rd Street N.E.	Mayville, ND 58257	(701) 788-4868	(701) 788-4781	96
Barry Nelson	3600 15th Street South	Fargo, ND 58104	(701) 298-6758	(701) 364-9819	60
Carmelita Bear Ribs	200 Proposal Avenue • PO Box 768	Fort Yates, ND 58537	(701) 854-7250	(701) 854-7257	75
Tammy Hoggarth	1411 12th Ave N.E. • PO Box 507	Jamestown, ND 58402	(701) 252-1821	(701) 252-7108	36
Dr. Sharon Hansen	107 3rd Avenue S.E.	Dickinson, ND 58601	(701) 227-3010	(701) 225-1968	72

North Dakota Department of Human Services  
Children and Family Services Division  
State Capitol-Judicial Wing  
Phone: 701-328-1711  
Fax: 701-328-3538

### Head Start - State Collaboration Office

**Linda Rorman** ~ Administrator  
Email: lrorman@nd.gov

600 East Boulevard Avenue, Dept. 325  
Bismarck, ND 58505-0250

For more information please visit our website at: [www.nd.gov/dhs/services/childfamily/headstart/earlysites.html](http://www.nd.gov/dhs/services/childfamily/headstart/earlysites.html)

**House Bill 1356 – Funding for Head Start**

Chairman Nathe and members of the House Education Committee, my name is Allison Johnson, I am the Director of Mayville State University's Child Development Programs serving Traill, Steele, Griggs, Nelson and Grand Forks Counties in Eastern North Dakota. I am here today to testify in support of House Bill 1356. First I will share with you some results of a School Readiness Survey led by the North Dakota Head Start Association conducted across the state last February. Secondly, I will share with you a successful early care and education braided funding model currently in place that is meeting the growing needs of children.

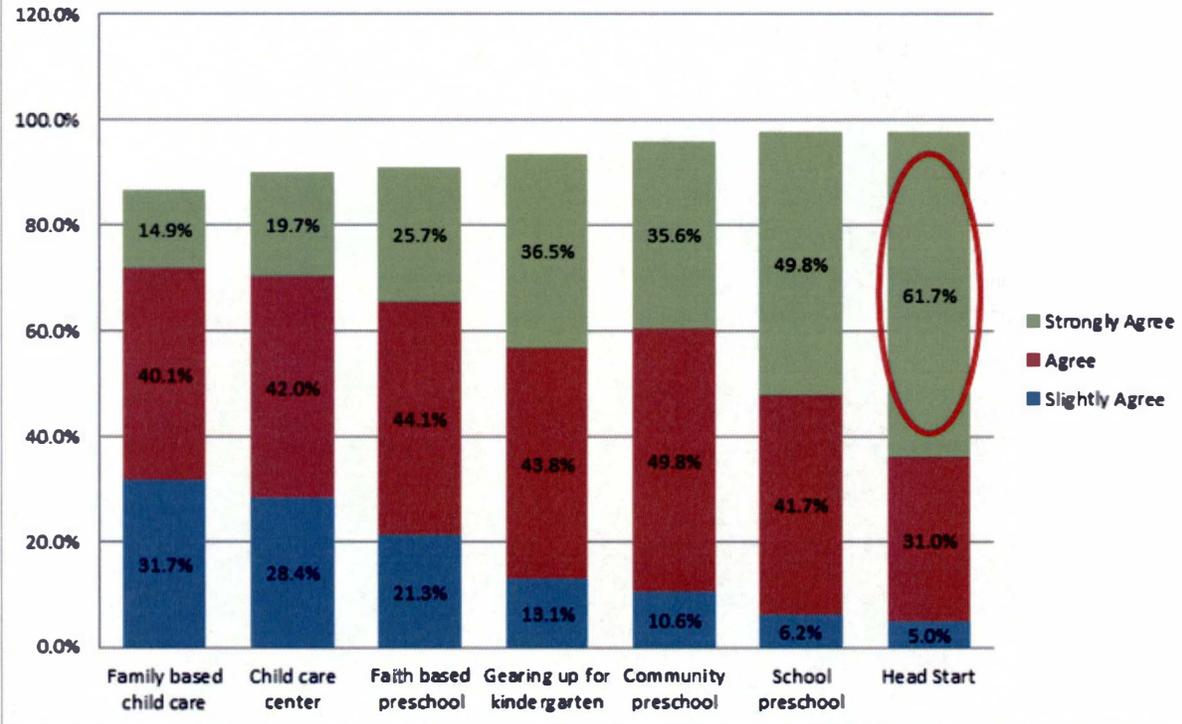
**(Please Refer to the School Readiness Survey Handout)**

A few facts from the School Readiness Survey completed February 2012:

A survey was completed in February of 2012 regarding school readiness and what our communities and families believe is important to prepare our children for school. The respondents included parents, Kindergarten and Preschool Teachers, Head Start Teachers and Staff, Principals and Superintendents, Special Education Teachers, school board members, Chamber of Commerce members, Child Care staff, and legislators. The survey encompassed the entire state, with communities that were rural and urban, included 436 respondents with varied levels of education and household incomes. This comprehensive survey provides extensive details pertaining to what is important in preparing our children for school.

When respondents considered what services prepare children for Kindergarten, the top four programs were (increasing order) Gearing up for Kindergarten, Community Preschools, Public Education Preschools, and Head Start with over 92% agreement that it prepared children for Kindergarten. See table below.

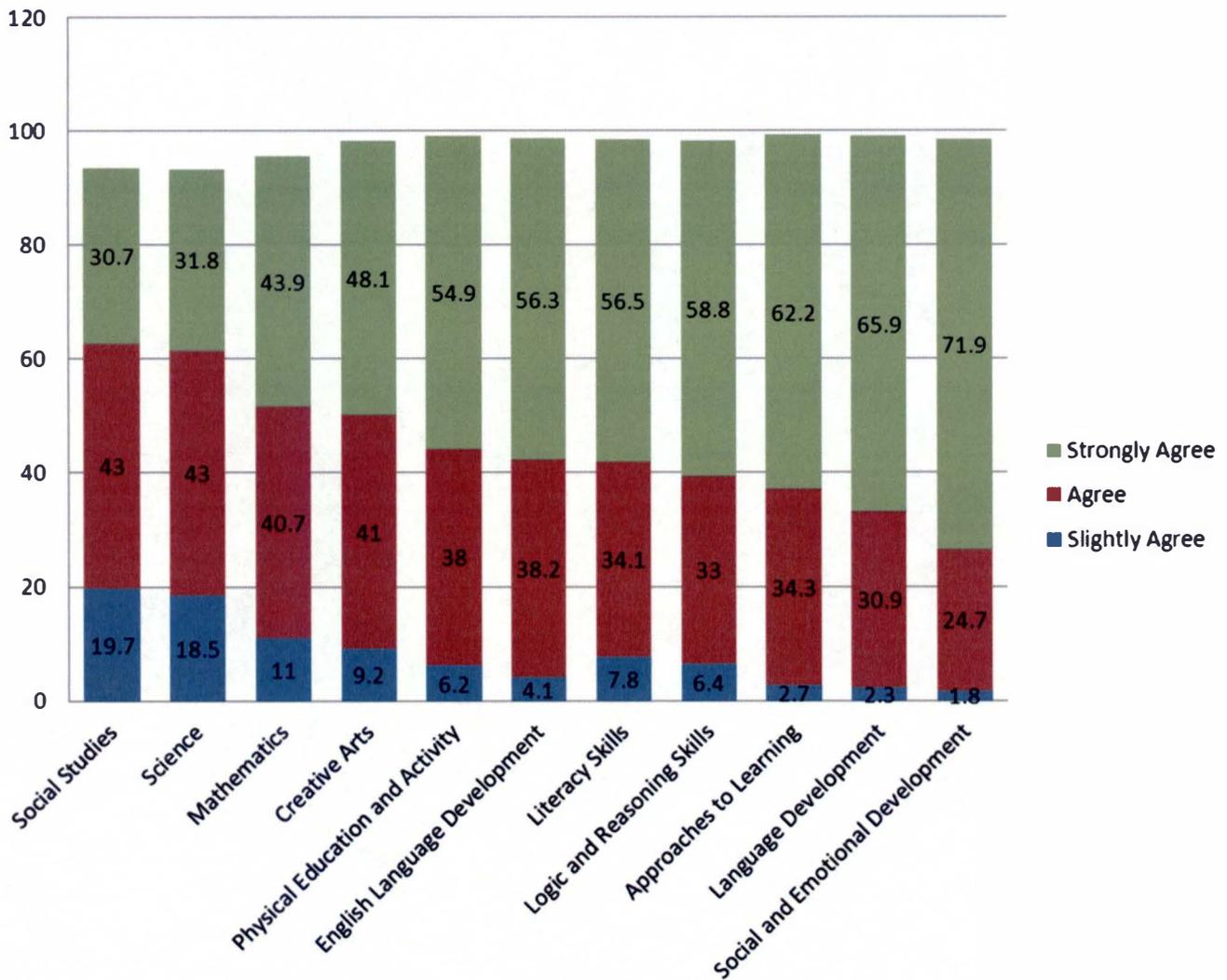
**Participating in the following services prepares children  
for  
School: percent agreement**



Another important fact pertains to which subjects respondents believed were important when preparing our children for school. The results indicated that the strongest agreement included Approaches to Learning (62.2% strongly agree), Language Development (65.9%), and Social and Emotional Development (71.9%).

All Head Start programs are required to establish school readiness goals which are defined as "the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals" and that "appropriately reflect the ages of children, birth to five, participating in the program" (45 CFR Chapter XIII Head Start Regulation Part 1307.2 and 1307.3 (b)(1)(i), as amended). Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. As you see in the chart below, respondents in the survey strongly reflect these features that are currently within the comprehensive nature of the program.

## What communities believe should be included in programming



Results of the school readiness survey indicate the need for comprehensive early care and education programs. Communities across North Dakota know that where there are no early care and education programs, parents cannot go to school, they cannot seek employment or work, new businesses are less likely to move into a community as they cannot maintain a workforce and school populations begin to decline. The availability, affordability and quality of an Early Care and Education program can impact an entire community. Community partnerships are exciting and dynamic structures that develop from the realization that programs and people can share resources and achieve more by working together. Through commitment, a willingness to compromise, and careful planning, partners are capable of making significant changes in the community. Mayville State University's Child Development Program has developed several community partnerships

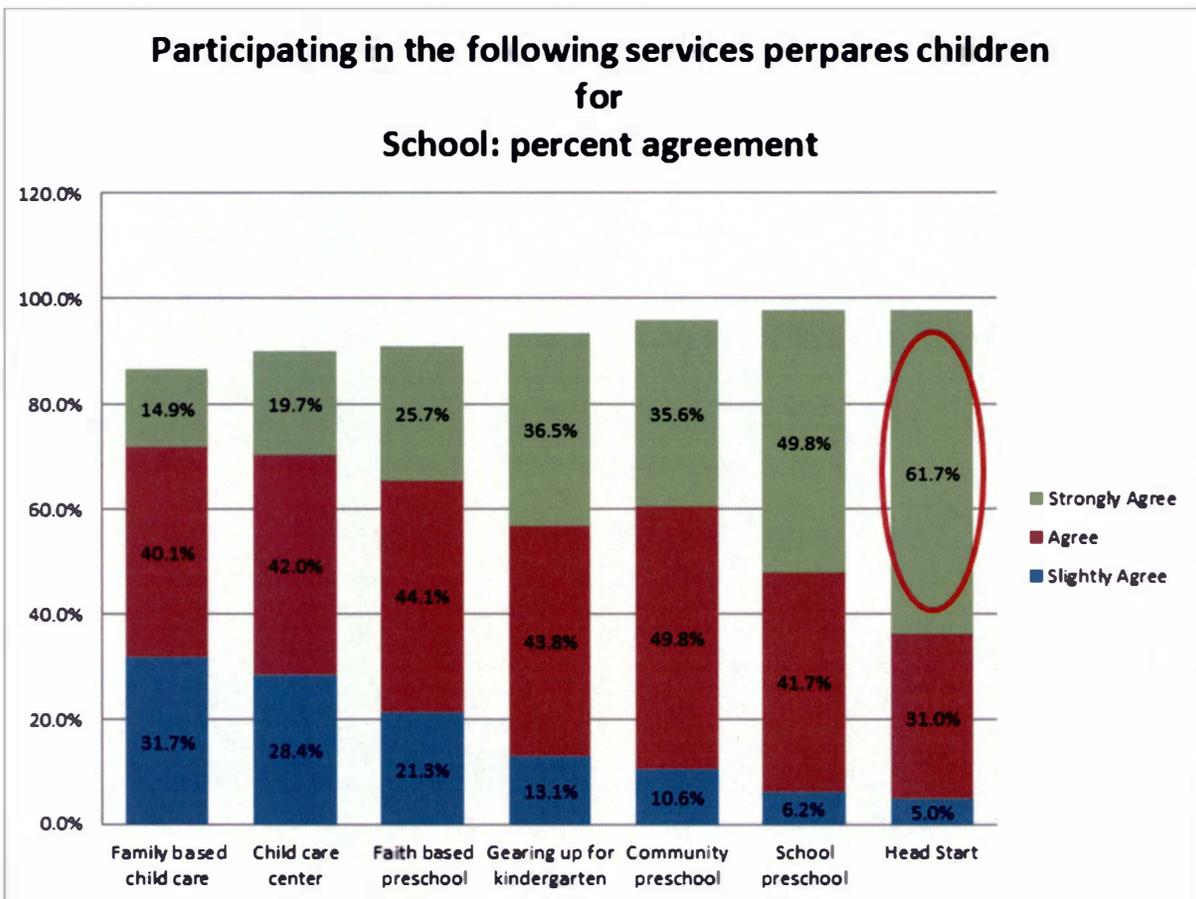
that provide comprehensive early care and education that meet these challenging community needs. One such example is located in the community of Hillsboro. Through a braided funding model the community has family and center based childcare, a comprehensive home-based and center-based Head Start program, and a pre-k program. A collaborative effort driven by community partners (local school district, community childcare providers, Head Start, the local EDC, community members and the city commission) have agreed to share information, activities, resources, influence, power, and decision-making authority to achieve a common goal one that no single partner or program could achieve by acting alone. In this model the Head Start administration uses funding streams together to provide opportunities for high quality early childhood care and education for everyone within the community. Passing House Bill 1356 would provide Head Start programs the opportunity to develop such community partnerships and provide comprehensive services to low-income and at risk children.

## Testimony for HB 1356

A few facts from the School Readiness Survey completed February 2012:

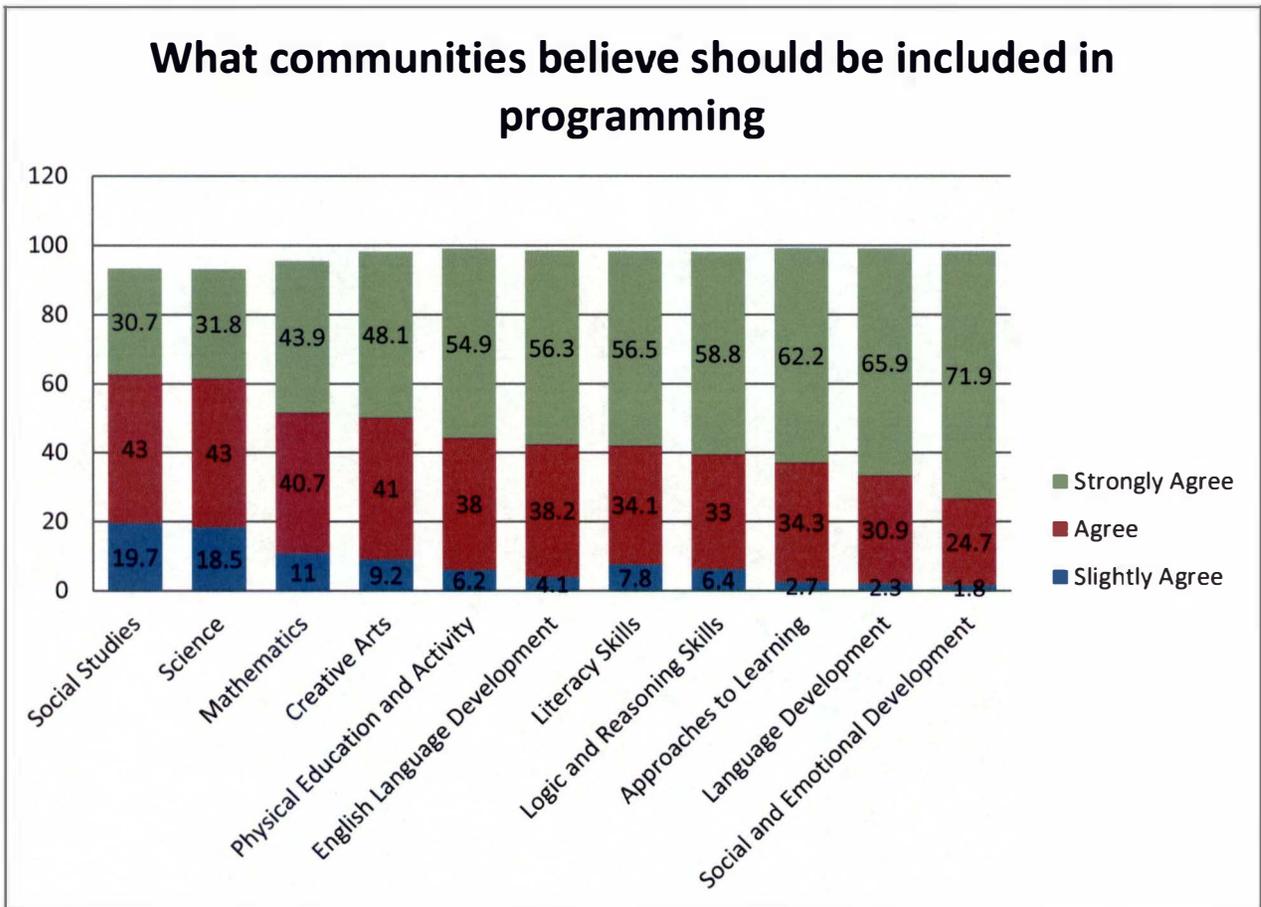
A survey was completed in February of 2012 regarding school readiness and what our communities and families believe is important to prepare our children for school. The respondents included parents, Kindergarten and Preschool Teachers, Head Start Teachers and Staff, Principals and Superintendents, Special Education Teachers, school board members, Chamber of Commerce members, Child Care staff, and legislators. The survey encompassed the entire state, with communities that were rural and urban, included 436 respondents with varied levels of education and household incomes. This comprehensive survey provides extensive details pertaining to what is important in preparing our children for school

When respondents considered what services prepare children for Kindergarten, the top four programs were (increasing order) Gearing up for Kindergarten, Community Preschools, Public Education Preschools, and Head Start with over 92% agreement that it prepared children for Kindergarten. See table below.



Another important fact pertains to which subjects respondents believed were important when preparing our children for school. The results indicated that the strongest agreement included Approaches to Learning (62.2% strongly agree), Language Development (65.9%), and Social and Emotional Development (71.9%).

All Head Start programs are required to establish school readiness goals which are defined as "the expectations of children's status and progress across domains of language and literacy development, cognition and general knowledge, approaches to learning, physical health and well-being and motor development, and social and emotional development that will improve readiness for kindergarten goals" and that "appropriately reflect the ages of children, birth to five, participating in the program" (45 CFR Chapter XIII Head Start Regulation Part 1307.2 and 1307.3 (b)(1)(i), as amended). Head Start views school readiness as children possessing the skills, knowledge, and attitudes necessary for success in school and for later learning and life. As you see in the chart below, respondents in the survey strongly reflect these features that are currently within the comprehensive nature of the program.





## CALL FOR ACTION – HB 1356 – STATE FUNDING TO EXPAND HEAD START

Good Morning Chairman Nathe and Members of the House Education Committee.

I am reading testimony from Dr. Sharon Hansen, the Director of the Community Action Partnership Head Start program serving the eight southwestern counties of North Dakota. She is out ill with influenza today. I am here today in her place testifying in support of House Bill 1356.

Dr. Jack Shonkoff, Director of the Center of the Developing Child at Harvard University said, “The Foundation of a Successful Society Is Built in Early Childhood.” His research found:

- Strong association between children’s cognitive skills before they enter kindergarten with achievement in elementary and high school.
- High school completion can even be predicted based on general cognitive ability in the preschool years. (National Research Council and Institute of Medicine.2000,*Neurons to Neighborhoods: The Science of Early Childhood Development*. Washington, D.C.: National Academy Press.)

We are at a unique crossroad of unprecedented economic development and we have an incredible opportunity to invest in North Dakota’s future. We all take very seriously our responsibilities as stewards of our state’s resources while building the infrastructure critical to sustain our economic viability. We must not forget that a critical component of that infrastructure is the well being of our youngest citizens.

Dennis Johnson, Chief Executive Officer, TMI Corporation has stated:

The Dickinson community is experiencing a significant impact from the oil development in Western North Dakota. All indications are that the magnitude of this impact will continue to escalate. On balance oil development is good for Western North Dakota and Dickinson. However, it is not good for the most vulnerable citizens, the elderly on fixed income and the very young whose parent(s) may not be employed by the oil industry. Living expenses are high in Dickinson especially housing. Head Start early education provides an opportunity for the vulnerable young to be more successful in life.

Families moving into our state for employment are seeking high quality services for their children. One of those services we are asked about time and time again is, “Where are your preschools?” Families have demonstrated a range of emotions when told they must find and pay for a private preschool if one exists in the area they live and they can afford the tuition or face the realization that they will not be able to provide their preschool child with a true “head start”.

North Dakota preschool children are less likely than other children in our nation to attend early education programs. Early childhood special education and Head Start programs serve only 25% of 4-year old children and 17% of 3-year old children in North Dakota (*The state of preschool: 2009 State preschool yearbook*. New Brunswick, NJ: Rutgers, The State University of New Jersey, National Institute for Early Education Research.)

The 809 families on the Head Start wait lists across North Dakota do not have the economic means to pay for preschool tuition. These children enter school at risk for achieving the high standards all schools are being held to. Children in the lowest socioeconomic group have average cognitive scores that are 60% below those of the most affluent groups upon entry into kindergarten. Studies have shown that the achievement gap between disadvantaged and advantaged children widens as they move through school in spite of extra tutoring, summer school, or special education services that require significant state and local funding. (Davison, et al., 2004).

We have a classic case of “Pay me now or Pay me later” developing before our eyes. The national cost of failing to provide at least two years of early childhood education has been estimated at \$100,000 for every child born into poverty. Comprehensive preschool programs like Head Start improve early learning and development while decreasing school failure, crime, and delinquency. Economists have estimated a 25% savings from a reduced need for special education and services from the criminal justice system. (Committee of Economic Development. 2006. *The Economic Promise of Investing in High-Quality Preschool: Using Early Education to Improve Economic Growth and the Fiscal Sustainability of States and the Nation.*)

Here are some troubling facts:

- 1 of 6 U.S. children faces a developmental disability problem before age 18.
- Fewer than 50% are identified before they start school.
- Total costs of services begun at birth were \$37,273.
- Total cost between \$46,816 and \$53,340 if services were not begun until age 6. (*Barbara Gebhard, Zero to Three, 2009*)

Approximately 20% of the children enrolled in North Dakota Head Start programs have disabilities requiring special education services. The North Dakota Head Start programs have collaborated with the local school districts in many communities to provide those needed special education services that have allowed these children with disabilities to narrow the achievement gap **BEFORE** they entered kindergarten. This has resulted in an enormous cost savings to school districts when they have not needed to provide intensive special education services for the remaining thirteen years of that child’s public education.

For example, the Community Action Head Start program was able to dismiss 12 preschool children from special education before they entered kindergarten. These children had attended Head Start for two to three years and received a comprehensive preschool learning experience, including the necessary special education services that allowed them to “catch up” to their nonhandicapped peers before they entered kindergarten.

During the **2009 biennium**, the North Dakota legislature budgeted \$60.5 million for excess special education costs. Based on an anticipated 25% reduction in special education as the result of comprehensive preschool programs like Head Start, the saving to the state could have amounted to approximately \$15.1 million per biennium.

During that same biennium, the North Dakota legislature budgeted \$172.70 million for the Department of Corrections and Rehabilitation. Based on an anticipated 25% reduction in crime as the result of comprehensive preschool programs like Head Start, North Dakota could have enjoyed a \$43.2 million savings per biennium.

In our neighboring state of Minnesota, the Bush Foundation supported the Wilder Research study. This study found that it cost the state \$42 million of per-pupil money annually because of students dropping out before graduation and another \$24.4 million annually for special education and grade repetition costs that could be attributed to children entering kindergarten under prepared.

North Dakota’s economic future depends on our children getting off to the right start. House Bill 1356 is asking for an investment in our state’s future. This investment promises high returns and has the potential to save the citizens of North Dakota \$29 million annually. Today, we would be hard pressed to find any other type of investment with that level of return. As James Heckman, a Nobel Prize winning economist has demonstrated from his work on human capital, an investment during the preschool years yields a significantly greater return than an investment during any other time of a child’s life.

North Dakota’s Head Start programs are willing to do their part in leading North Dakota into a successful and prosperous future! This morning you will hear and receive written testimony from parents across state. Their resilience is evidence that the program is successful and worth your investment. I strongly urge the support of House Bill 1356.

Thank you for your time.

**Head Start Research:** As researchers, we offer some facts about Head Start that are worth remembering: Head Start improves the odds and the options for at-risk kids for a lifetime. Kids that have been through Head Start and Early Head Start are healthier, more academically accomplished, more likely to be employed, commit fewer crimes, and contribute more to society.

**Simply put: Head Start works. It's been proven.** Head Start improves the odds and the options for at-risk kids for a lifetime. Kids that have been through Head Start and Early Head Start are healthier, more academically accomplished, more likely to be employed, commit fewer crimes, and contribute more to society.

**Studies of Head Start programs found that Head Start increases educational achievement:** raising test scores, decreasing the need for children to receive special education services and making it less likely that children will repeat a grade.<sup>1</sup> Head Start graduates are also more likely to graduate from high school and attend college.<sup>2</sup>

**Head Start's impact on child health is impressive.** Likely because of its required medical screenings, vaccinations, and emphasis on nutrition, Head Start reduces by as much as 50 percent the mortality rates for 5- to 9-year-olds.<sup>3</sup> A Head Start child is 19 to 25 percent less likely to smoke as an adult.<sup>4</sup>

**Head Start parents receiving health literacy decreased annual Medicaid costs by \$232 per family.<sup>5</sup>**

**Head Start graduates are 12 percent less likely to be booked or charged with a crime.<sup>6</sup>** This reduction translates into savings for crime victims, local, state, and federal governments, and the American taxpayer.

**National Impact Study of Head Start** found that children attending **Head Start made significant cognitive and socio-emotional gains** compared with the control group children during the Head Start year and were in better health compared to the control group children.<sup>7</sup>

And it is not just the at-risk kids who benefit. Head Start and Early Head Start also provide **improved parenting skills and practices.<sup>8</sup>** Head Start's emphasis on parental involvement contributes to the upward mobility of Head Start parents by helping to move them out of poverty,<sup>9</sup> and that **Early Head Start parents are much more likely to participate in job training programs and more likely to have a job.<sup>10</sup>** At a time when unemployment rate is hovering close to 10%, Head Start and Early Head Start are critical gateways to employment.

**Multiple studies demonstrate that Head Start is an astoundingly smart investment. For every \$1 invested in Head Start, we get a Return On Investment (ROI) ranging from \$7 to \$9. <sup>11</sup>**

Edward Zigler, Ph.D.

Sterling Professor of Psychology, *Emeritus* Director Emeritus, The Edward Zigler Center in Child Development and Social Policy  
Yale University

Margaret Burchinal, Ph.D.

Senior Scientist  
Frank Porter Graham Child Development Institute  
The University of North Carolina at Chapel Hill

Janet Currie, Ph.D.  
Sami Mnaymneh Professor of Economics  
Columbia University

Cynthia Garcia Coll, Ph.D. Charles Pitt Robinson and John Palmer Barstow Professor Professor of  
Education, Psychology & Pediatrics Brown University

Thelma Harms, Ph.D. *Scientist Emeritus*  
Frank Porter Graham Child Development Institute  
The University of North Carolina at Chapel Hill

Alice Sterling Honig, Ph.D.  
Professor Emerita of Child Development  
Syracuse University

Sharon Lynn Kagan, Ed.D.  
Lilian G. Katz, Ph.D. Professor Emerita & Co-Director of the Clearinghouse on Early Education  
and Parenting University of Illinois

Richard Lambert, Ph.D.  
Professor  
University of North Carolina at Chapel Hill

Faith Lamb-Parker, Ph.D.  
Professor  
Bank Street College of Education

Kathleen McCartney, Ph.D.  
Dean & Gerald S. Lesser Professor in Early Childhood Development  
Harvard Graduate School of Education

Peggy Daly Pizzo, M.Ed.  
Senior Scholar  
Stanford University

C. Cybele Raver, Ph.D.  
Director, Institute of Human Development and Social Change  
New York University

Deborah Stipek, Ph.D.  
James Quillen Dean of the School of Education and Professor  
Stanford University

Deborah Lowe Vandell, Ph.D. Professor and Chair of the Department of Education University of  
California, Irvine

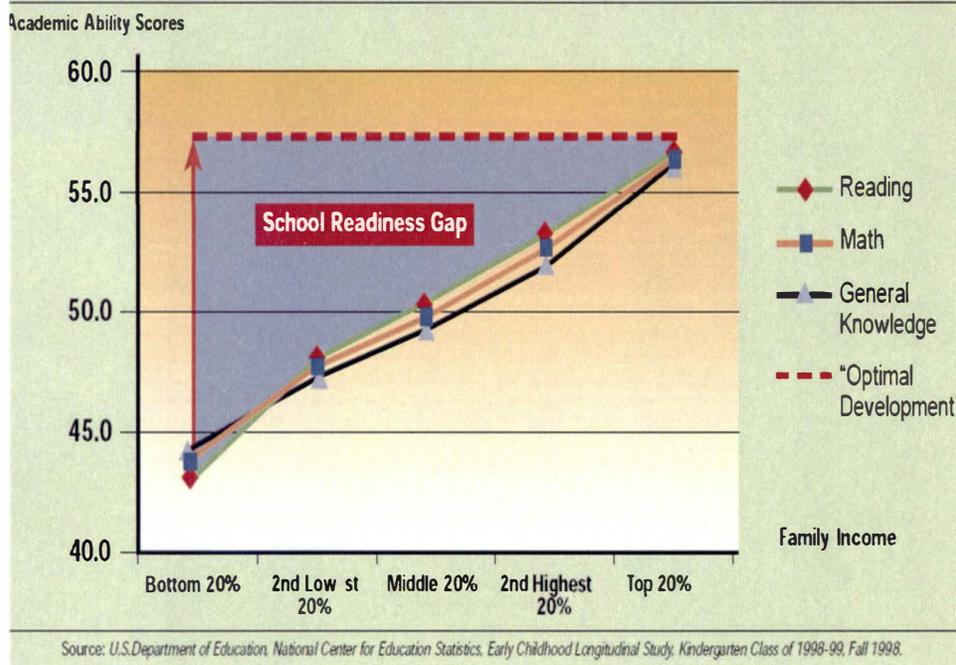
Adam Winsler, Ph.D.

Professor of Applied Developmental Psychology  
George Mason University

Hiro Yoshikawa, Ph.D.  
Professor of Education  
Harvard University

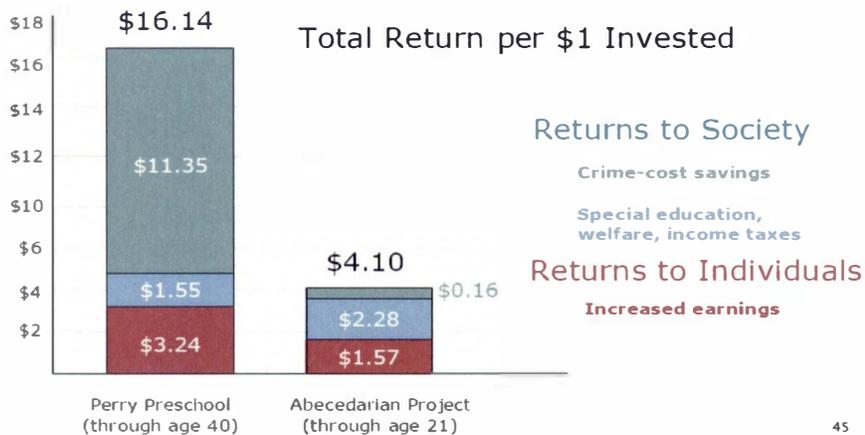
- 1 Barnett, W. (2002, September 13). The Battle Over Head Start: What the Research Shows. Presentation at a Science and Public Policy Briefing Sponsored by the Federation of Behavioral, Psychological, and Cognitive Sciences; Barnett, W. and Hustedt, J. (2005). Head Start's lasting benefits. *Infants & Young Children*, 18 (1): 16-24; Ludwig, J. and Miller, D. (2007). Does Head Start improve children's life chances? Evidence from a regression discontinuity design. *The Quarterly Journal of Economics*, 122 (1): 159-208.
- 2 Ludwig, J. and Miller, D. (2007). Does Head Start improve children's life chances? Evidence from a regression discontinuity design. *The Quarterly Journal of Economics*, 122 (1): 159-208.
- 3 Ibid.
- 4 Anderson, K.H., Foster, J.E., & Frisvold, D.E. (2009). Investing in health: The long-term impact of Head Start on smoking. *Economic Inquiry*, 48 (3), 587-602.
- 5 Herman, A. (2005, Fall). Making a Difference in Head Start Families' Health Care. *Dialog Briefs*, 9(1): 4.
- 6 Garces, E., Thomas, D. and Currie, J. (2002, September). Longer-Term Effects of Head Start. *American Economic Review*, 92 (4): 999-1012
- 7 US Department of Health and Human Services. (2010, January). Head Start Impact Study Final Report – Executive Summary. The control group children were supposed to only consist of children who did not receive Head Start services, but a significant proportion of the control group received Head Start services anyway.
- 8 US Department of Health and Human Services. (2010, January). *Head Start Impact Study Final Report*; U.S. Department of Health and Human Services. Administration for Children and Families. (2004). *Making a difference in the lives of infants and toddlers and their families: The impacts of Early Head Start, Volume I*. Washington, DC.
- 9 Oyemade, U., V. Washington, and D. Gullo. (1989). The Relationship between Head Start Parental Involvement and the Economic and Social Self-Sufficiency of Head Start Families. *Journal of Negro Education*. 58, 1, 13.
- 10 U.S. Department of Health and Human Services. Administration for Children and Families. (2004). *Making a difference in the lives of infants and toddlers and their families: The impacts of Early Head Start, Volume II: Final technical report appendices*. Washington, DC.
- 11 Ludwig, J. and Phillips, D. (2007). The Benefits and Costs of Head Start. *Social Policy Report*. 21 (3: 4); Meier, J. (2003, June 20). Interim Report. Kindergarten Readiness Study: Head Start Success. Preschool Service Department, San Bernardino County, California.

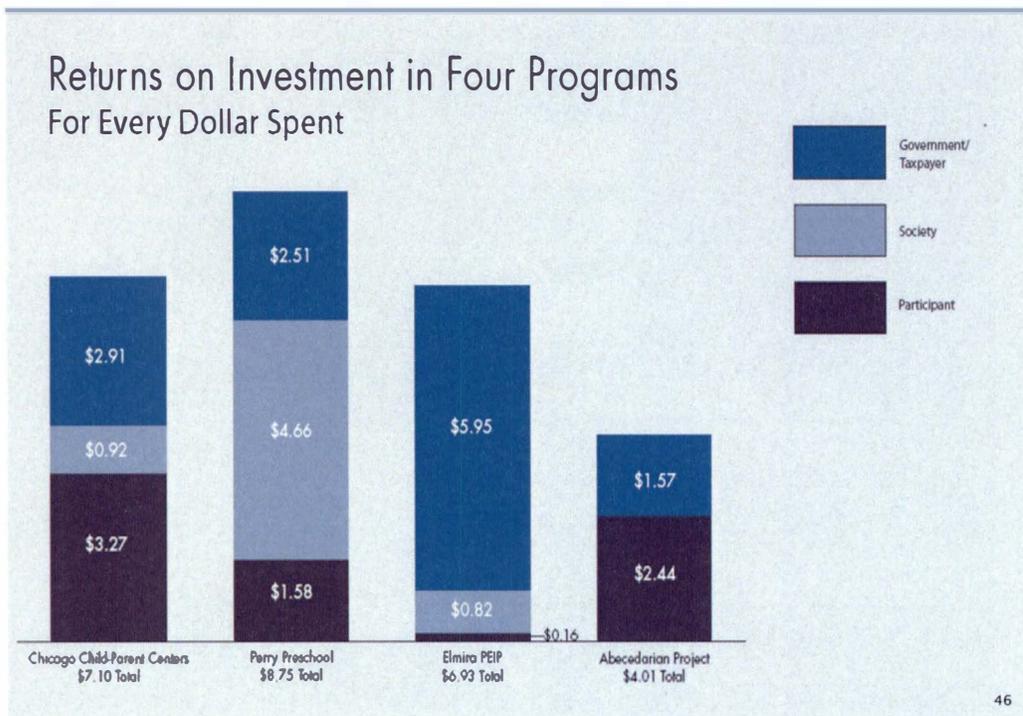
**Figure 2. Academic Abilities of Entering Kindergarteners by Family Income**



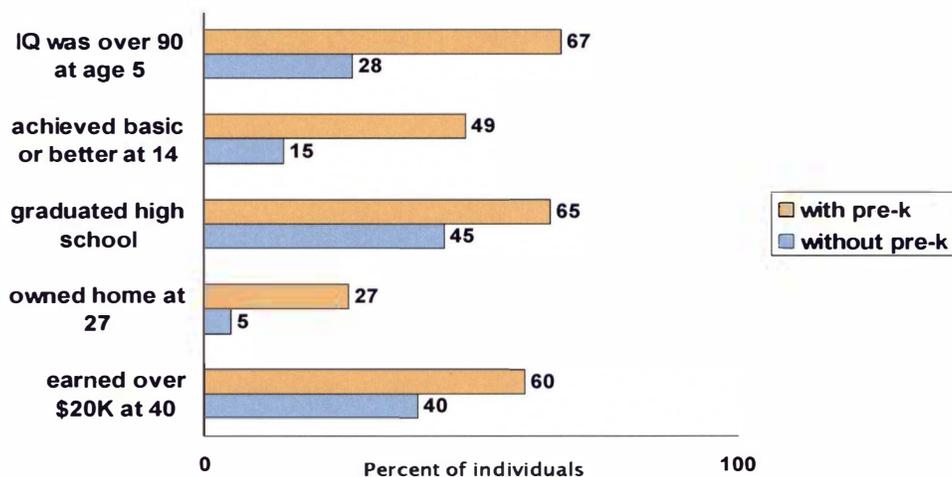
NATIONAL FORUM ON EARLY CHILDHOOD PROGRAM EVALUATION

**Cost/Benefit for Two Early Childhood Programs**  
(Dollars returned for each dollar invested)

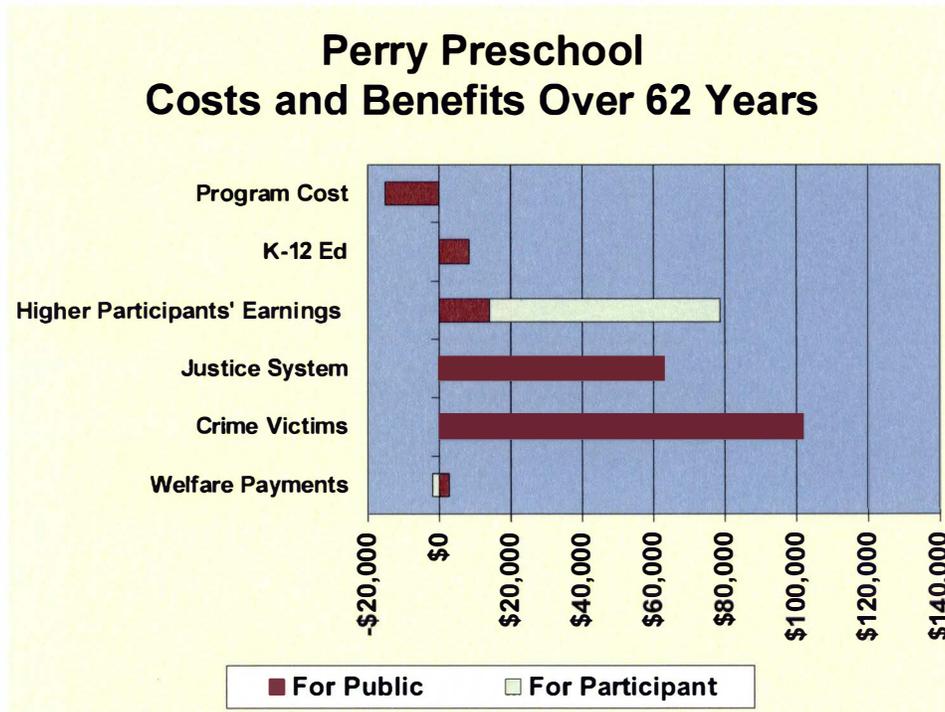




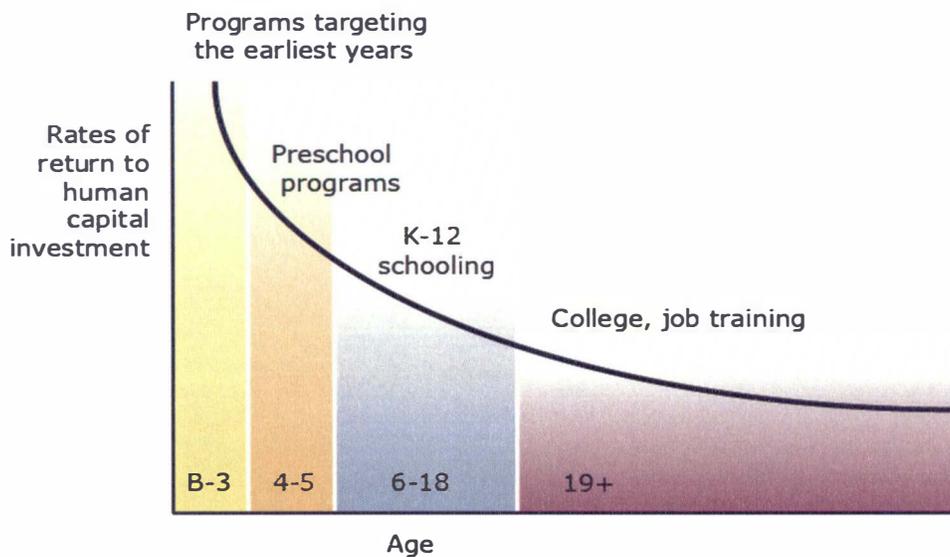
## Pre-K is a gift that keeps on giving



High/Scope Perry Preschool Study Through Age 40, 2004

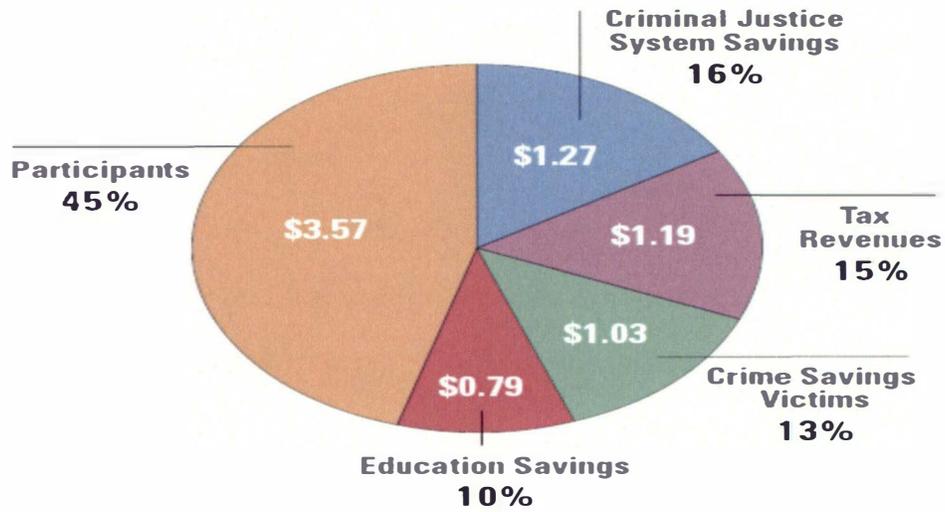


## Preventive Intervention is More Efficient and Produces More Favorable Outcomes Than Later Remediation

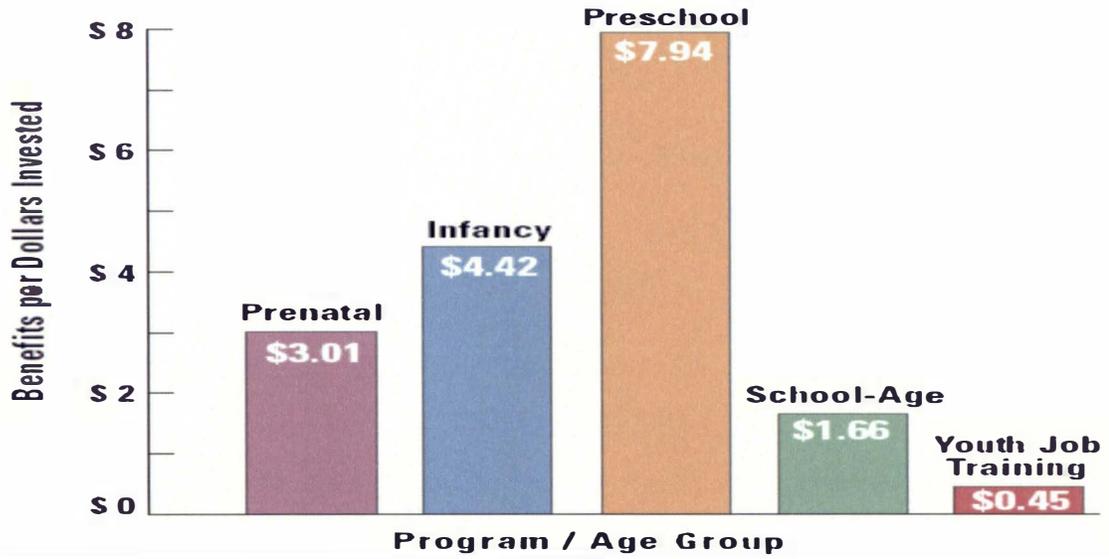


Heckman, J. (2007)

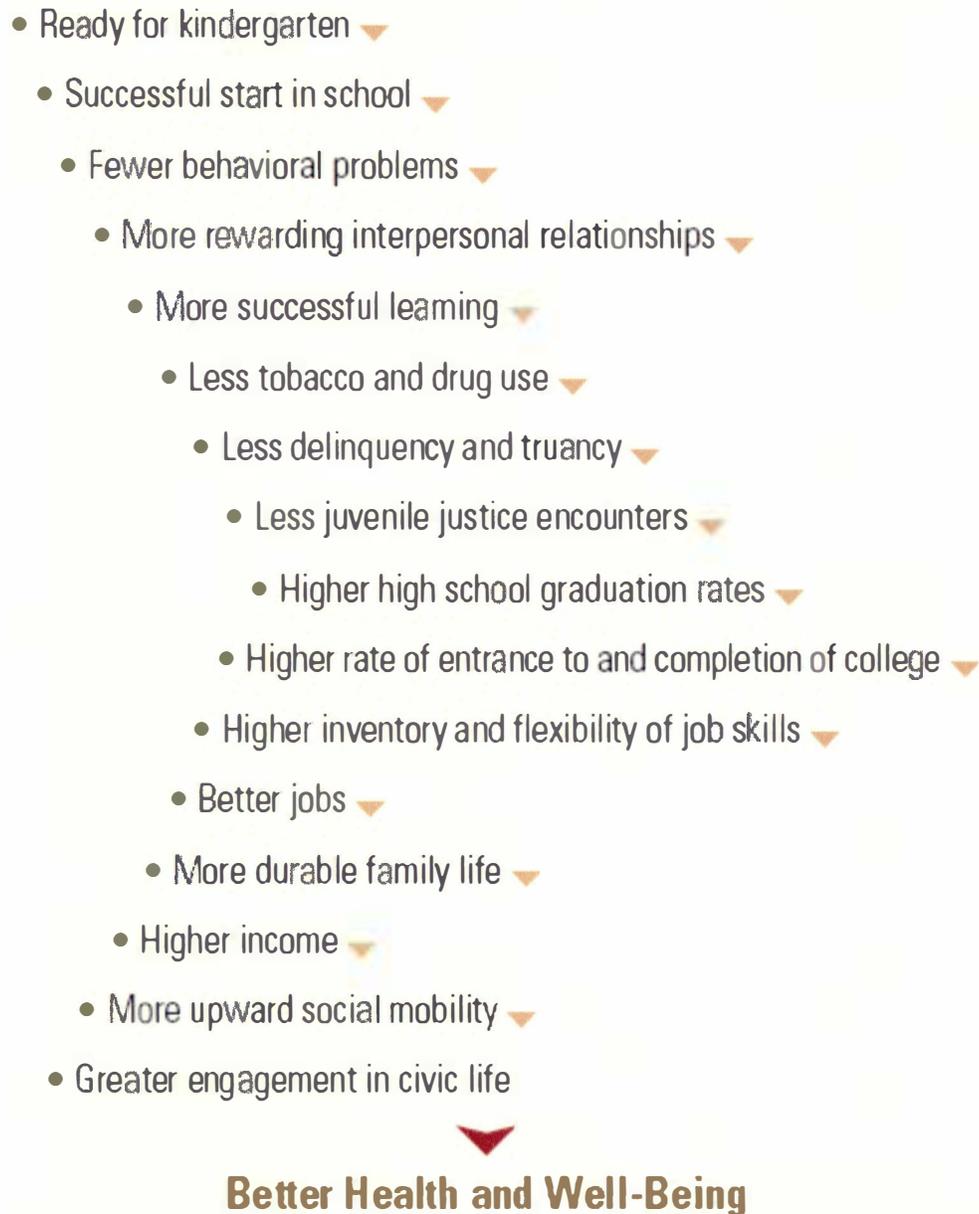
**Breakdown of Returns on Investment in  
Preschool Programs**



**Returns to Investment in Programs From  
Infancy to Young Adulthood**



### Cascading Effect of Enhanced Early Childhood Education and Development: A Life Course Perspective



One possible sequence of life events following early childhood experiences that are positive and developmentally promotive. Positive early childhood experiences not only have positive downstream consequences, but also may mitigate the influence of other negative factors as they occur later in life. Figure by Alvin R. Tarlov.

**Jay Watson Testimony**Tuesday, Jan 29<sup>th</sup> 2013

My name is Jay Watson. I am 34 years old and a single parent of three children who have attended the head start program. My eldest daughter Tyra - for two years, my youngest daughter Adriaahna - for one year, and my son Dexter - for two years. As a child, I did not attend Head Start or kindergarten. When I started first grade, I had difficulty following classroom rules. I didn't like school, and I couldn't wait to go home and play.

Over the combined five years my children have been enrolled in Head Start, I have watched my children grow and learn and develop an appreciation for school. Tyra, my oldest, is now a sophomore in high school. She is a great student, has always been able to make friends and truly enjoys school. As a result of the skills she learned while enrolled in Head Start, she made a seamless transition into kindergarten and then first grade. I attribute much of her abilities, attitude, and appropriate school behaviors from the time she spent at head start. My youngest daughter, Adriaahna is 6 and is in kindergarten this year. She has high energy and a great personality. The social skills she learned at head start, combined with the classroom atmosphere, have really helped her excel and made her one of the best students in her class. My son Dexter is 4 and currently is in his second year of Head Start. As he goes through his second year, I can see and hear his vocabulary increase daily, his temper and behavior have changed through Conscience Discipline, the behavior model Head Start uses, and he is always excited to share all the new things he learned in class.

As a parent, I have always tried to actively participate in all aspects of my children's lives. I often see the advertisements on benches or signs that say "Dad Be There" and it motivates me. As a child my father traveled often for work, so I know firsthand the importance of being involved and what that means to my children. Last year, Adriaahna and Dexter were both attending head start while I was unemployed. I was able to attend every special event and parent hour they had in class and started volunteering extra time and full days too. I even got to the point that I was asked to help out in a third class where my kids didn't attend and I was happy to help. I learned a lot about the Head Start program and was able to build friendships with many students. Most importantly I was able watch my kids grow and develop alongside the other children in the classrooms.

This year I am working full-time so my free time is back at a premium. After the great year we had last year I miss spending so much time in the classroom. However, I am very fortunate that I have a great boss that allows me to take time off and spend it with my kids at school. I have been able to attend every parent hour this year. In a continued effort to remain involved in my children's education I ran for policy council in Dexter's classroom and was appointed Vice Chairperson. I strongly believe that Head Start has a positive impact on our children's' future and they will benefit from their time spent there from now until long into the future.

Testimony – HB 1356  
Education Committee  
January 29, 2013

By Representative Haak, Hawken, N. Johnson, Hogan  
Senators Poolman, Triplett

Chairman Nathe and members of the Committee, my name is Michelle Driscoll, I am from District 21 which is central Fargo. I urge your support of HB 1356.

My start with Head Start was when my son Michael was three years of age, (2006). At the time I was not feeling very secure in life. I had just started a job at NASDA, it was only an intermediate job, meaning (only work when they need you). And I was also working with Voc Rehab to take classes to become a photographer.

I had heard a lot about Head Start in the past when I used to do daycare for 7 ½ years from 1991 to 1999. What I had heard was WOW what a great program. My Mother and I crossed our fingers everyday with the hope that they would have room for him. We finally got the word that Michael was in! I was so happy for Michael that he was going to get this great start!

This is where my story takes a turn. I was so happy for Michael, but I did not realize what it would do for all of us. I am going to use a 1-2-3-etc... to explain what it did for each of us.

Michael first as always:

1. His learning improved every day.
2. He learned and enjoyed interacting with others his age.
3. Great experience with teachers, he still wants to stop and say hi even now. He is going to be 10.
4. Michael learned some independence.
5. We found out that sometimes Michael's mouth could be out of line and the teachers worked with us on that. Did not take long and Michael was doing great.
6. Michael made friends that he still has play dates with today.
7. Michael enjoyed their field trips.
8. They put out a list of what you can do with your child in a calendar form, and Michael and I did a lot of them. It made us enjoy each other a little more. I was depressed at times, so this had a great impact on us.
9. Michael's self esteem went off the charts. Even today he is able to do things I would never have thought of. He speaks with no problem in front of the class, he is in the talent show

at school almost every year, he plays hockey, he is in Tae Kwon Do, all on his own he sent Sheriff Laney a congrats card and Sheriff Laney was so impressed along with a few deputies, that Michael was made a Jr. Deputy. (Card enclosed)

10. Michael reads very well, that was important to me, because I struggled myself as a child with reading. ( Mostly out loud to the class)
11. Michael is not scared to try new things. I'm not so open to new things, wanted to do things, but would hold back because of fear.

I feel that Head Start had a part in all of the above.

Now for my Mom, whom my son and I live with:

1. The teachers helped me work with my Mom on letting Michael do things himself.
2. Examples include zipping his coat, eating all by himself, etc. My Mom likes to do everything herself, she said it is easier that way. But she was always undoing what I would teach Michael by doing all this for him. She did not realize that it was hurting him more than helping him. The teacher assistant and child advocate came for a home visit and told my Mom in such a smooth way, and she seemed to take it in. I do not know what I would have done without them, because my Mom and I would get into arguments about it before they came over for the home visit.
3. One day my Mom found Michael and his across the street friend playing inappropriately. She told the other child to go home and Michael had to come in the house. She told me about it when I came home and I went crazy. Once I settled down I asked Michael where he learned it and he told me from the brother of the other child. My Mom and I turned to the Head Start teacher and again she walked us through this.
4. My Mother would take Michael to school, because it was on her way and sometimes I was at work. She enjoys the little chit chat that she and the Head Start Teachers would engage in. My Mom does not always like everyone.
5. My Mom also told everyone how great Head Start was! The trust was there!

Now finally for myself:

1. Friendships that will last a life time.
2. Support for my photography.
3. The program did things for my son that I will always be grateful for.
4. I have built a trust with this Head Start that I hold close to my heart.

5. I received support with Michael.
6. I received support with my Mom.
7. I received information on things I needed.
8. I was part of the saving our cents program with SENDCAA (Info I received from Head Start)
9. I was also able to go to the House and the Senate to fight for money for the Saving Our Cents Program. (The bill was passed) This was a life changing experience in itself.
10. A lot of staff at Head Start and SENDCAA are now my photography clients.
11. I am the Fargo Head Start photographer. I have also done photography for East Grand Forks Head Start and Grand Forks Head Start.
12. I was also able to do my intern for photography with Head Start.
13. I have also been working for Head Start now for 5 years bus driving.
14. They also helped me get my school bus endorsement. I had my bus license already, but needed that endorsement.
15. They helped me with the right places for scholarships for Michael.
16. We also received some family therapy through Head Start that helped our family.
17. Now through working for Head Start I received training that is life changing. Poverty Simulation training is life changing and I have encouraged our local high schools and middle schools to give it a try. As I also encourage the House and the Senate to experience it.

Head Start gave me a whole new look on life that has changed my life back to the better. I was on the policy council at Head Start both years that Michael was there. Now I have been on the PTA at Michael's grade school the whole time he has attended. I am the head of Language, Clothing, and I also partner up on Restaurant Fundraising.

I feel that Head Start has a staff along with SENDCAA that really care!

I look back at my list and realized it helped the family as a whole.

Thank you for your consideration

January 29 ,2013

Hello,

Head Start has helped my son not only with his development and getting prepare for kindergarten next year and also me as a mother. I receive advice from the teachers about difficulties I may be having with my son and always get answers about other programs in the area that can do sports or other activities. I really appreciate and am truly grateful for what Head Start has done for me and my family.

Thank You,  
Krystal Park  
[parkkrystal@ymail.com](mailto:parkkrystal@ymail.com)

Good Morning,

I would first like to thank you for your time and willingness to hear about a wonderful program called Head Start. My name is Laura Schnieber-Bruns & I stand before you not only as a Policy parent of the Minot Head Start but as a graduate of the program from the early 80's. I cannot stress the importance of what Head Start means to so many, but I can stress to you what it means to me.

As a child it meant warm meals that were not spoiled. It meant a place I could lay my head down and close my eyes for a peaceful rest, listening to soothing music without being sexual assaulted. Head Start was the safest happiest place I could remember as a child and probably the only thoughts of happiness I had as my mother was an alcoholic and drug user, but no one could ever tell.

As I grew up I knew I wanted a world unlike mine for my children. However in early 2000 I became pregnant and was starting my Bachelors for Social Service Public Relations, while leaving my daughters father who became chronically depressed after the death of his father and turned to alcohol. I had been there and wanted nothing to do with the nightmare of addictions. I remembered how safe I was as a child at Head Start and needed that safety for DayLynn. DayLynn attended the Head Start program in Fargo from 2000 to 2004 where she bloomed and entered Kindergarten as a bright, vibrant child. Head Start offered so much for us, as we had very little. Head Start took care of her screenings, gave us food when we ran out, and helped out with utilities when things got financially tight. Without Head Start, I would not have accomplished my schooling as I graduated in December 2004. We would have been without electric in the middle of winter when child support wasn't in full effect and I would have had to go from church to church for meals to feed us as Food Stamps only covered a few weeks of the month.

Several years later my husband and I decided to start our family. He adopted DayLynn and we wanted more children. We got pregnant with LizAnne and things blossomed. Then RayAlan was to be expected and things turned for the worst. Casey, my husband, severed four ligaments and detached tendons in his right ankle. He went from high paid management to broken on his backside. Pregnant and a stylist of my own booth I picked up all the slack, until our house was broken into the night before Christmas Eve 2009. I felt completely victimized. Then a storm took our home in May 2010, which rendered us homeless. RayAlan was born three weeks premature in April of 2010, due to stress I was undergoing. I started having unexplained muscle disorders. The spasms became frequent and furious and with such a concern I was put on disability in a short six weeks, no appeal necessary. I turned to the one place I felt comfort, Head Start. As I began to volunteer I knew something was emotionally wrong and I needed to find out. I spoke with Head Start staff and had been taking LizAnne in a classroom during the day already while I was volunteering. They cleared her to stay a little while each day while I went in search for answers.

Come to find out I was suffering from a severe case of postpartum depression and PTSD from the break in of our home. My past was flooding back to haunt me. Head Start took my children under their wing while I got help and got better. Because of Head Start I am no longer afraid of the dark. Head Start gave me the strength and the courage to tell others what has happened to me and remind other victims that they can be emotional hurt from their past; however, it does not have to dictate their future. Head Start

help and dedication of Head Start I have discovered that I am no longer a victim. I can be a survivor and will always be a voice for those in need as Head Start has been for my children and me.

Today DayLynn is a beautiful violinist and bass soloist with a 4.0 GPA on the science Olympiad team. LizAnne graduates this spring from the Minot Head Start and will enter kindergarten with a world of opportunity and knowledge as so many educational doors have been opened before her to experience. RayAlan who was premature had speech delay and with the success of the Head Start Program. He is putting words into sentences and communicating clearly with ease. Each day they work with him at Head Start he sounds so beautiful. As for myself, I am two semesters from completing my Masters in Public Administration Management and Leadership with an absolute 100%, A+, 4.0 Honors Graduate in August 2013.

What does Head Start mean to me? It means I may have been a victim in life's given situations, but with Head Start they helped me become a survivor and they believed enough in me, that I <sup>too</sup> believe in myself and am an unshuttering VOICE no longer scared of the dark but excited for the future.

Thank you

Testimony on Behalf of  
The Children's Defense Fund – North Dakota and  
The North Dakota Economic Security & Prosperity Alliance (NDESPA)  
House Bill 1356 – Head Start Grants  
January 29, 2013

Chairman Nathe and members of the House Education Committee, I am Paul Ronningen from Bismarck representing the Children's Defense Fund and the North Dakota Economic Security & Prosperity Alliance. NDESPA is a coalition of citizens and organizations working to build assets for North Dakotans of low and moderate income through public policy change.

Even in these times of prosperity, people of low and moderate-income – 1 out of every 8 North Dakotans – struggle to make ends meet. More than 75 percent of these households have earned income – they are working people and families. There are more than 80,000 people living with low or moderate-income in North Dakota, nearly 25,000 of who are children.

NDESPA supports HB 1356 to provide grant funds for Head Start programs in North Dakota. The Hechinger Report, a national education news source, describes Head Start as the country's oldest and best-known publicly funded preschool program. It tackles the needs of the entire family, annually serving more than 900,000 children from primarily low-income families. Traditional Head Start programs offer meals, health care, parenting classes and even job training for parents, in addition to educational activities for 3- and 4-year-olds.

We can probably all agree that North Dakota is a great place to live and raise a family. We care about our quality of life and we strive to live healthy lives. We want North Dakota to stay that way and, when our children grow up, we want this state to be the place they raise their children. For that to happen, we have to invest in the people of the state, beginning with the very youngest. As the population of North Dakota

continues to grow, the poverty rate continues to rise as well. Head Start is a proven program to prepare children to be ready to enter school and is a valuable service for families who have low and moderate income.

We can make early education more reliable and available for more North Dakotans by investing in Head Start programs statewide. A well-educated population makes for strong families and communities and a well-prepared workforce. By starting youngsters out with Head Start services, North Dakota will be investing in the very future of the state.

We urge the committee to pass HB 1356.

Attached to this testimony is a list of NDESPA partners who support this effort.

I would be happy to take questions from the Committee.



North Dakota  
Economic Security  
and Prosperity  
Alliance

**North Dakota Economic Security & Prosperity Alliance  
(NDESPA) Partners  
2013**

**North Dakota Women's Network  
North Dakota Council on Abused Women's Services  
North Dakota Disabilities Advocacy Consortium  
North Dakota Head Start Association  
North Dakota Community Action Partnership  
Catholic Charities of North Dakota  
American Association of University Women in North Dakota  
North Dakota Chapter of the National Association of Social Workers  
Childcare Resource & Referral  
Mental Health America of North Dakota  
Children's Defense Fund in North Dakota  
North Dakota Public Employees Association  
Prevent Child Abuse of North Dakota**

*NDESPA works to build and sustain a system of economic security for all North Dakotans through poverty awareness and education, grassroots and community capacity building, research and data development, and promotion of policies and practices to eliminate disparities and obstacles for achieving economic security.*



# North Dakota Head Start

January 2013

82.3% of North Dakota mothers with children ages 0-5 are in the work force, affecting 31,057 children. This percent is 2<sup>nd</sup> highest in the nation. *North Dakota KIDS COUNT*

North Dakota Head Start PIR data indicates that 98% of children enrolled had continuous accessible health care at the end of their enrollment year.

Head Start programs prioritize services to families that meet the poverty guidelines. The 2013 poverty guidelines are \$13,050 for a family of four.

## Head Start in North Dakota

Early Education, Family Support, and Community Development: Our Nation's Pride

Since its beginning in 1965, Head Start's goal has been to boost the school readiness of low-income children. Based on a whole child model, the program provides comprehensive services that include:

- preschool education;
- medical, dental, and mental health care;
- nutrition services; and
- support to parents to foster their child's development.



Future Leaders

## Why Invest in Head Start

- ⇒ School Readiness: at Kindergarten entry, Head Start children are more ready for Kindergarten than their peers who did not attend Head Start. *The Head Start Impact Study*
- ⇒ Early Investment: produces the greatest returns in human capital.
- ⇒ Early Childhood Development: cognitive skills, social skills and physical well-being in children must be developed early – from birth to age five when it matters most. *The Heckman Equation Project, www.heckmanequation.org. Professor James Heckman is the Henry Schultz Distinguished Service Professor of Economics at the University of Chicago, a Nobel Memorial Prize winner in Economics and an expert in the economics of human development.*
- ⇒ Highest Risk: Head Start serves the most at risk families and their children. Extremely low family income is associated with inability to access many services and necessities that impact children's health, development, and learning. *North Dakota Head Start Programs*

## Return on Investment

- ⇒ Early childhood programs for low-income children report returns between \$4 and \$9 for every dollar invested in these programs. *Harvard's Center on the Developing Child*
- ⇒ Careful academic research demonstrates that tax dollars spent on ECD provide extraordinary returns compared with investments in the public, and even private, sector. The potential return from a focused, high-quality ECD program is as high as **16 percent per year**. *"Early Childhood Development on a Large Scale" June 2005 Rob Grunewald and Art Rolnick's proposal for investment in early childhood education. Rob Grunewald, Regional Economic Analyst and Arthur J. Rolnick, Senior Vice President and Director of Research, 1985-2010, The Federal Reserve Bank of Minneapolis*
- ⇒ Quality economic returns come from quality investment in early childhood development. *The Heckman Equation Project, www.heckmanequation.org*



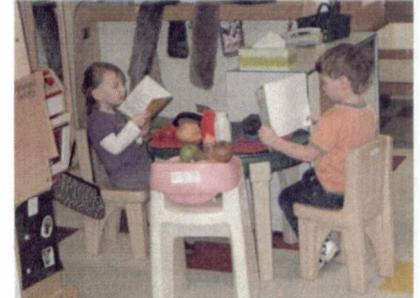
# North Dakota Head Start

## *Early Childhood Intervention is Critical*

Without high-quality early childhood intervention, we know that an at-risk child is:

- ⇒ 25% more likely to drop out of school
- ⇒ 40% more likely to become a teen parent
- ⇒ 50% more likely to be placed in special education
- ⇒ 60% more likely never to attend college
- ⇒ 70% more likely to be arrested for a violent crime

Source: Ounce of Prevention Fund (2012)



## *Facts and Figures*

- ⇒ North Dakota Head Start is funded to serve 2,933 children each year.
- ⇒ In January 2013, approximately 500 eligible children were unable to enroll due to limited Head Start funding.
- ⇒ North Dakota Head Start programs have experienced an increase in funding of 6.12% since 2006.
- ⇒ 92% of respondents to the NDHSA School Readiness Survey indicated that the Head Start program most prepares children for Kindergarten. *NDHSA School Readiness Survey, February 2012*
- ⇒ The Census Bureau estimates that 18% of ND children ages 0-4 (7,679 children) lived in poverty in 2009. *North Dakota KIDS COUNT*
- ⇒ Children living with a single parent rose from 9% in 1980 to 24% in 2010. *North Dakota KIDS COUNT*
- ⇒ In the past decade, the percentage of children raised by relatives or close family friends: North Dakota...35% increase (nationally...18%) *North Dakota KIDS COUNT*
- ⇒ Head Start children experience increased achievement test scores which reduces costly grade repetition, special education, and other services. *Barnett, W. (2002, September 13). The Battle Over Head Start: What the Research Shows. Presentation at a Science and Public Policy Briefing Sponsored by the Federation of Behavioral, Psychological, and Cognitive Sciences; Garces, E., Thomas, D. and Currie, J.. (2002, September). Longer-Term Effects of Head Start. American Economic Review, 92(4): 999.*
- ⇒ Young women who have experienced a quality early childhood program are one-third less likely to have out-of-wedlock births. *High/Scope Educational Research Foundation. Significant Benefits: The High/Scope Perry Preschool Project.*

## *ND Head Start Needs Your Support*

Now is the time for North Dakota to build on existing federal/local partnerships and funding of effective Head Start services. North Dakota can create a path to its future prosperity by investing in our greatest asset and highest potential – our children!

*Head Start children are significantly less likely to have been charged with a crime than their siblings who did not participate in Head Start. Garces et al. (2002, September). Longer-Term Effects of Head Start, 2011*

*In order to accommodate forecast potential for child care needs, the state will have to nearly double its growth rate: 8,620 spaces in 5 years (2010 – 2015) = 1,724/year. Dr. Rathge, NDSU, October 2, 2012*

*The average yearly cost for a 4-year-old in center-based care in 2011 exceeded the annual in-state tuition at a public 4-year college in ND. Dr. Rathge, NDSU, October 2, 2012*

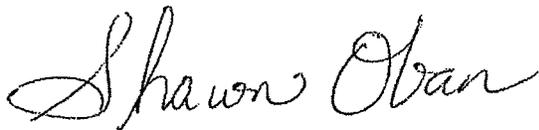
January 29<sup>th</sup>, 2013

Chairman Nathe and members of the House Education Committee, my name is Shawn Oban and I am the Principal of Roosevelt Elementary here in Bismarck. I am here today to testify in support of House Bill 1356. The Improving Head Start for School Readiness Act of 2007 makes it a top priority for Head Start programs to contribute to the school readiness of all of the children they serve.

I have seen first-hand the impact Head Start has on our incoming kindergarten students. Just as several studies would indicate I have seen children coming in with better social, reading, math and language skills. Since Bismarck Head Start has aligned their assessment data with our district schools we receive valuable information about incoming students to immediately continue the high quality education they have been receiving.

I have also been included in several parent meetings involving future Roosevelt students. This assists me in building a positive relationship with incoming families and allows our teachers to have everything in place for our new students.

Head Start allows us to make every second count for students who can't afford to lose any.

A handwritten signature in cursive script that reads "Shawn Oban". The signature is written in black ink and is positioned above the printed name.

Shawn Oban

Testimony for House Bill 1356 by Desere Harstad, Head Start ParentOpportunity for the American Dream

Chairman Nathe and Members of the House Education Committee, I am Deserae Harstad, daughter of the Red River Valley, mother of three young boys, wife of a hardworking Mill Operator, and a nursing student in my second semester. I am also economically challenged, from a broken, abusive home, and no stranger to adversity. With Mayville State University Child Development Program's guidance, I was able to overcome the challenges ahead of my family and achieve the American Dream: being able to provide for our family with safety and assurance.

As mentioned above, I grew up in a poverty household, exposed to abuse and neglect. I lived in slums, struggled with alcohol abuse in the household, and lacked the tools necessary to start my young adult life on the right track. When I married my husband, Nicholas, we struggled to provide for our young family. Our oldest, Jaylen, was diagnosed with a speech delay, but we couldn't get the services needed to help him while we lived in northwest Minnesota. After Nick was laid off, we came back home to the Red River Valley we called home, somewhere safe and promising, and sought for a house to raise our children in. We settled in Traill County, and I was referred to MSU CDP for Jaylen's speech delay. They were his lifesaver, and ours. He had a 50% intelligibility level when they started him in speech therapy in their Central Valley School classroom, and over the course of two years in the Head Start program, he blossomed. His intelligibility level met others of his age, and being able to express himself revealed that he also had ADHD. Again, Head Start helped my family, by guiding us through the maze of our local Special Education consortium, regulations and professionals. Without our family services coordinator and the director listening to our fears and struggles, and helping us navigate the process, we would have never been able to stand up for our eldest son and get him the education he is due.

A key function of Head Start is family self-sufficiency, and no one has helped us achieve this more than Head Start. With their encouragement and assistance, I returned back to school at Mayville State University (cooperative with Lake Region) in the Dakota Nursing Program for my Practical Nursing certification. I never thought I would be able to return once I had children. With Head Start beside me, I learned how to juggle school, family, grades, our budget and health. They helped me arrange childcare for the kids, learn public speaking and leadership skills while serving as the chairperson for Policy Council and as the parent representative for MSU CDP to the North Dakota Head Start Association. I learned parenting skills to replace the abuse and neglect I grew up with. I learned financial responsibility, literacy, and budgeting. I learned the skills needed to succeed that I hadn't been exposed to in my childhood by working with MSU CDP and NDHSA. And with these skills, their encouragement, and support, I earned a 4.0 my first semester in a very challenging Practical Nursing Program and secured a place on the President's List at Lake Region State College.

And of all the things Head Start has offered us, I would say I prize the gift of belief. They believed in my family. They believed we had purpose, potential, and strength. We were not human trash, to be left to toil and waste away under the weight of a shrinking economy and our own inadequacies. We were **people**, with untapped skills and growth waiting to be revealed. Because of this intervention and encouragement, I was able to break the cycle and lift our family out of the vicious trap that abuse and poverty creates. I will be the first in my family to finish college and work as a professional. My children will not have the challenges of poverty and abuse that I had, and my marriage will be stronger and wiser to support our family. We will be able to give back to the community, to teach our children how to do the same, and we will be one less family stuck in the vicious cycle. We will have achieved the American Dream, and we will be able to teach our children the same.

## House Bill No. 1356 – Funding for Head Start

January 29, 2013

Chairman Nathe and members of the House Education Committee:

My name is Ramona Danielson, and I am writing in support of House Bill No. 1356, calling for state money to be appropriated to support the expansion of North Dakota Head Start programs.

The reason I want to testify in support of this bill is to personally attest to the positive impact of being an alumna of the Head Start program, as I was enrolled in the program from 1980-1981. Today, I have a Master's degree and am working toward a Ph.D. I am a social researcher and an adjunct lecturer. I have also celebrated my 9<sup>th</sup> wedding anniversary and have two beautiful boys under the age of three.

I have always said that Head Start ignited a lifelong love of learning. I was so excited every day that I got to go to Head Start. There were a variety of activities and very kind teachers who helped me explore things. This was the first place I ever experienced the joy of learning.

While Head Start's success in preparing me for school is a very important part of my story, it is not the aspect of my participation in Head Start that had the greatest impact on my life – not by far.

In addition to my classroom component, there was another part of the program that involved a Head Start worker coming to our home and offering parent support and education. My family "lived below the poverty line." Other risk factors were also present, as is so often the case. My mother is a survivor of severe child abuse and has suffered from mental health issues her whole life. My mother told me that it was the kind, non-judgmental influence of the Head Start worker that helped her understand that she had a drinking problem. Shortly after I entered Head Start, my mother entered treatment for alcohol abuse. Her realization led my father to also quit drinking. They used Alcoholics Anonymous program and have both celebrated 30 years of sobriety.

I cannot imagine my life had my parents continued drinking. Though there were other challenging factors as I grew up, continued substance abuse in my home would have had devastating consequences on my ability to succeed in school, and education has been my key to reaching the middle class. Their sobriety also gave me a greater understanding of the risks associated with alcohol when I began being exposed to drinking among my peers in high school.

I appreciate having the opportunity to share my story with you. I hope it helps you understand the tremendous positive impact that Head Start can have in the lives of vulnerable young children and the tremendous long-term benefits we as a state can reap from this investment.

This concludes my testimony in support of House Bill No. 1356. Please let me know if I can answer any questions. I can be reached at [ramonadanielson@gmail.com](mailto:ramonadanielson@gmail.com).

...has been... will  
 athletics for a very long time.  
 most part, that partnership  
 productive for the  
 city and student athletes. The  
 as determined the Sioux  
 not acceptable on the college  
 field. The state Board of  
 Education and the  
 ity, however reluctantly,  
 need. The board and UND  
 early six years examining  
 examining the logo matter  
 every possible perspective.  
 eventually came to a  
 ic and thoughtful decision,  
 logo was retired. UND  
 n quickly by beginning the  
 to find a new logo.  
 tecomers to the dance were  
 rs, mostly majority  
 's of the House. The bill  
 ne up with is a stick-it-in-  
 insult to the people who  
 so hard and so sincerely in  
 t to resolve the matter.  
 ony foolishness to suggest  
 the logo is giving in "to  
 correctness," as Earl  
 1, former Republican leader  
 ouse, said at a hearing  
 That argument has become  
 pparently meant to divert  
 a from the practical fallout  
 rain on the university if  
 slature succeeds in  
 g the work of the higher ed  
 id the university. The  
 to student athletes, the  
 nd the image and reputation  
 1 Dakota will be significant.  
 imes it makes sense to  
 'essures from outside the  
 metimes spitting into the  
 counterproductive at best.  
 ) legislation that came out  
 ouse is a wad of spittle just  
 to be blown back in the  
 ace.

editorials represent the opinion of Forum  
 neat and the newspaper's Editorial Board.

**Government contacts**  
 Here's how you can contact

neighbors. A reduction in  
 the amount of water in the  
 Sheyenne River reduces the  
 flood and the duration

Apparently there are no  
 effective controls on the  
 manmade drainage, or even  
 the will to control it.

prevent the flooding, not just  
 to repair the damage from  
 the floods.

Rogne lives in rural Medard, N.D.

## Security depends on education

By Keith Bjerke  
 Fargo

As a retired general who  
 is very concerned about  
 the current state of our edu-  
 cational system, I was struck  
 by Federal Reserve Chair-  
 man Ben S. Bernanke's  
 recent comments opposing  
 federal cuts to education pro-  
 grams, especially early  
 learning programs.

As Bernanke put it, "The  
 payoffs of early childhood  
 programs can be especially  
 high." By increasing gradua-  
 tion rates, these programs  
 provide a major boost to our  
 economy, the chairman  
 noted.

I would add that high-quality  
 early learning programs  
 also help ensure our long-  
 term national security. Con-  
 sider this: At present, 75 per-  
 cent of young adults are not  
 able to join the military,  
 according to Defense Depart-  
 ment estimates, and our  
 troubled educational system  
 is one of the leading reasons  
 why military service is out  
 of reach for so many young  
 Americans. At least one in  
 four high school students  
 nationwide does not gradu-  
 ate on time, and of those  
 who do graduate and seek to  
 join the Army, nearly one in  
 four cannot enlist because  
 they score too low on the mil-

itary's basic exam for math,  
 literacy and problem solv-  
 ing.

Fortunately in North  
 Dakota, 84 percent of high  
 school students graduate on  
 time, well above the national  
 average, but nationally we  
 are facing a serious educa-  
 tional crisis that threatens our  
 national security. That is  
 why I am among more than  
 200 retired generals and  
 admirals who are urging our  
 elected leaders in Congress  
 to maintain funding for  
 early learning programs like  
 Head Start.

We need to do all we can to  
 ensure that our children,  
 especially at-risk kids, have  
 the opportunity to succeed  
 in school and later in life. We  
 cannot allow the dropout cris-  
 is to become a national  
 security crisis.

Bjerke is a retired major general in the  
 U.S. Air Force, and a retired North Dakota  
 State University vice president.

## Contrast between Sheen, Russell

By George Peterson  
 Fargo

In comment on the Charlie  
 Sheen saga and the recent  
 death of actress Jane Rus-  
 sell:

Today we are living in a  
 sexually permissive society  
 that worships at the feet of  
 behavioral misfits like  
 Sheen. All the media outlets

have been clamoring around  
 Sheen, waiting for him to  
 self-destruct while trying to  
 satisfy the insatiable  
 appetites of a wanton and  
 degenerate public.

It is ironic that Charlie's  
 father, Martin Sheen, took  
 the name "Sheen" from the  
 great American moral com-  
 mentator and Catholic bish-  
 op Fulton J. Sheen. This  
 irony is reflected in the trou-  
 bling shift of media bias in  
 the past 50 years from those  
 who would save America to  
 those who would turn our  
 nation into a Boulevard of  
 Broken Dreams.

When Jane Russell died  
 last week, it was widely  
 reported that the actress was  
 nay but a "timeless beauty  
 and a talented actress." Few  
 in the media dared to say  
 that, despite her sex symbol  
 image, she was a rare  
 defender of Christian and  
 Republican values.

Having undergone a  
 botched abortion at age 18,  
 Russell heroically turned  
 her life around and became a  
 staunch pro-life advocate.  
 She also founded the World  
 Adoption International  
 Fund in 1955.

Hers is a story of beauty,  
 integrity and love. But what  
 do the media prefer to dwell  
 on? Charlie Sheen, his drugs  
 and his porn gal pals. And  
 they wonder why America is  
 morally bankrupt.

man t written. (this was a list. i  
 think.)

Another close call came when I  
 appeared, live from the  
 Conservative Political Action  
 Conference, on MSNBC's "The Last  
 Word with Lawrence O'Donnell."  
 He introduced the segment by  
 mentioning Palin. Luckily, he  
 instead asked me about Donald  
 Trump, saving me from a Whoopi  
 Goldberg-style walk-off.

Happily, I sat out the month's  
 will-she-or-won't-she chatter. When  
 Palin hired a chief of staff for her  
 political action committee, Politico  
 called it "one of the biggest  
 indicators yet that she is leaning  
 toward a run for the White House."  
 When she announced a trip to  
 India, The Week asked if it was  
 "proof she's not running." By  
 month's end, Politico was seeing a  
 "big sign Sarah Palin isn't  
 running" because she hadn't  
 recruited key operatives and  
 donors.

Bristol Palin's declaration that  
 she would probably run for office  
 someday might have merited at  
 least a tweet from me in normal  
 times. And Palin was obviously  
 begging for attention when she  
 attacked first lady Michelle Obama  
 for having the audacity to promote  
 breast-feeding.

Most difficult to resist were the  
 Palin e-mails contained in the  
 leaked manuscript of a book by a  
 disgruntled former Palin aide.  
 These were vain, paranoid and  
 profanity-laced gems in which she  
 referred to Levi Johnston as a  
 "coached puppet" and Newt  
 Gingrich as an "egotistical,  
 narrow-minded machine goon."

No doubt, I sacrificed many Web  
 clicks when I let pass without  
 comment Palin's reason not to  
 attend one important GOP  
 function: "I had nothing to wear,  
 and God knew that too." Instead, I  
 began work on a less sexy column  
 about the fight over collective  
 bargaining in Wisconsin.

Was it a good trade-off? You  
 betcha! Will I continue to make  
 such trade-offs now that the

## LETTERS POLICY

Letters to the editor should include author's name, address and phone number.  
 Generally, letters should be no longer than 250 words. All letters are subject to editing.  
 For questions or comments, call (701) 241-5521. You can send letters three ways:



#1

Thank you Chairman Flakoll, Vice Chair Schaible and members of the Senate Education committee.

This bill originally started as a bill that would set aside funds to help eliminate the waiting lists of children in the Head Start programs across North Dakota. It has been turned into a study for a comprehensive early childhood and early childhood education, basically children at a young age until school age.

This is a critical need across North Dakota. North Dakota 2020, North Dakota 2.0 and even the North Dakota Chamber of Commerce and other economic development engines in the state agree that we need to address the issue of lack of child care across North Dakota.

This study takes a look at the most comprehensive form of childcare and will aid the state in addressing this important issue.

I would urge a "do pass" recommendation from the committee and I will stand for any questions.

Jessica Haak

# House Bill 1356 Testimony

Senate Education Committee

March 20, 2013

---

#2

Good morning Chairperson Flakoll and members of the Senate Education Committee. My name is Allison Driessen and I am the Program Director of Early Explorers Head Start, a grantee agency of the Towner-Granville- Upham School District with Head Start classrooms located in Anamoose, Bottineau, Devils Lake, Harvey, Rugby, Towner, Turtle Lake and Velva and a Pre-Kindergarten program in collaboration with Devils Lake Public Schools. I am testifying in support of House Bill 1356. I urge the committee to reinstate the bill to its original request of \$6,150,000 to support and expand North Dakota Head Start programs.

The purpose of my remarks is to provide a brief overview of Head Start, the impact of early childhood education and outlining the opportunities that House Bill 1356 will make for children.

Since its beginning in 1965, Head Start's goal has been to boost the school readiness of low-income children. Based on a whole child model, the program provides comprehensive services that include:

- \*Research based preschool education;
- \*Medical, dental and mental health care;
- \*Nutrition services; and
- \* Support to parents to foster their child's development

There are thirteen Head Start programs in North Dakota serving over 2,348 income eligible children in North Dakota. Three of the Head Start programs are located on reservations. There is a map of North Dakota Head Start program service areas in the information packet. Head Start programs collaborate with school districts, child care, universities and other community partners to provide services in areas as small as Anamoose and Gwinner and as large as Grand Forks and Fargo. There are over 120 Head Start classrooms in North Dakota.

# House Bill 1356 Testimony

Senate Education Committee

March 20, 2013

---

The second document is the Head Start Federal Income Guidelines that follows my testimony. To be eligible for enrollment, families must complete an application, which scores families based on income, age of child, risk factors and family demographics to determine which families have the greatest need for services. A family of four cannot earn more than \$23,550 to be eligible for the program. As of the end of January 2013, there are 451 income eligible children and 431 over income children for a total of 882 children on waiting lists across the state of North Dakota.

Head Start programs are monitored by the Head Start Federal Performance Standards mandating programs to comply with over 2000 regulations. Head Start programs are monitored on a triennial cycle and are responsible for monthly, quarterly and annual reporting requirements.

What happens in early childhood can influence a lifetime of learning for every child. The Senate Education Committee has heard testimony on behalf of Pre-Kindergarten legislation regarding the positive impacts of high quality early childhood education. Research supports high-quality pre-kindergarten programs as an effective strategy to improve education achievement. Studies show that children who attend high quality pre-kindergarten programs enter kindergarten with better language, reading, math and social skills. They have fewer grade retentions, less remediation, higher standardized scores and higher graduation rates. (Shonkoff and Phillips, 2000)

A question that continues to surface is what is the long-term effects of preschool. National studies have questioned the impact of programming after third grade. Why the third grade? Research shows that students who are proficient readers by third grade are more likely to be successful later on in school and in life. Third

## House Bill 1356 Testimony

Senate Education Committee

March 20, 2013

---

grade reading levels is a significant predictor of both eighth-grade reading level and ninth-grade course performance. Beyond the academic benefits, third-grade reading skills are also a strong predictor of high school graduation and college attendance<sup>1</sup> (Lesnick, et al. 2010). Another study found that students who were behind in reading by third grade were four times more likely to leave high school without a diploma (Hernandez 2011).

Research has consistently shown that quality pre-kindergarten programs benefit not only individual students, but school districts and communities. A national study of children who attended a center-based pre-k program scored significantly higher on reading and math tests than children who were in the care of their parents (Magnuson, et al. 2004). The benefits were even more pronounced for minority and low-income children who typically start kindergarten 12 to 14 months behind their peers, highlighting the value high-quality pre-k has for efforts to close achievement gaps (Stark 2009).

Head Start, Pre-Kindergarten and Child Care programs is not in competition and can work together to meet the needs of all children. Imagine an early childhood model where all children receive pre-kindergarten services by blending Head Start, school districts and private child cares. This already exists in North Dakota and other states across the country. The level of services families receive is based on income or eligibility ensuring that middle to high-income families pays tuition, working poor to lower middle-income pay on a sliding scale and low-income families receive services without cost through Head Start.

## House Bill 1356 Testimony

Senate Education Committee

March 20, 2013

---

As part of Pre-Kindergarten legislation, the Senate Education Committee was presented the impact of Pre-Kindergarten programming at Sweetwater Public School in Devils Lake. The information that was not shared was that the Pre-Kindergarten children that demonstrated a gain over low income peers were enrolled in Head Start or the Devils Lake Public School's Pre-Kindergarten program, which is administered by Head Start. Dr. Deb Follman, Principal of Sweetwater Elementary, research is attached to the testimony. Dr. Follman's research shows four groups of students. The groups have the following numbers of years of longitudinal research: Group D four years, Group C three years, Group B two years and Group A is students who are currently in first grade. The results of the data show that the children retained their advantage over other low income children.

The North Dakota Head Start Association is working with other agencies to develop a statewide longitudinal data. This process includes aligning with public school databases to track children after transitioning into kindergarten. Developing a statewide data system is critical because local results only enhance and support the substantial studies across the country that shows the tremendous results of preschool education.

Head Start curriculum and environments are research based and focus on development through child directed experiences that provide play based opportunities for exploration, problem-solving skills; and flexibility and encourage a love of learning.

I urge the Senate Education Committee to reinstate the original intent of House Bill 1356 requesting \$6,150,000 to expand services to at risk children through additional Head Start slots, extend service hours of existing part day programs or

## House Bill 1356 Testimony

Senate Education Committee

March 20, 2013

---

enhance quality services by collaborating with local school districts and childcare to meet the needs of families.

As the academic achievement stakes continue to rise, policy makers must recognize that preparing children for school is a shared responsibility between the parents and the community. In a majority of communities across North Dakota high quality, early childhood education opportunities do not exist. Local school districts rely on federal, state and local funding to provide high quality education. Head Start urges the legislative assembly to recognize this is also true of services to our most at risk young children. The support of the Senate Education Committee will be a first step in ensuring that children and families can overcome risk factors and succeed in school and in life. The success of every child translates to a more competitive workforce, a greater tax base while reducing public expense in special education costs, public assistance, crime control and lost taxes.

Thank you for the opportunity to testify on behalf of House Bill 1356. I welcome any questions from the Senate Education Committee.

Allison Dybing-Driessen  
Early Explorers Head Start  
701 Main Street North  
Towner, ND 58788  
[allison.dybing.1@sendit.nodak.edu](mailto:allison.dybing.1@sendit.nodak.edu)

**House Bill 1356 Testimony**

Senate Education Committee

March 20, 2013

---

**2013 Poverty Guidelines**

for the 48 Contiguous States  
and the District of Columbia

Persons in family/household / Poverty guideline

1 / \$11,490

2 / 15,510

3 / 19,530

4 / 23,550

5 / 27,570

6 / 31,590

7 / 35,610

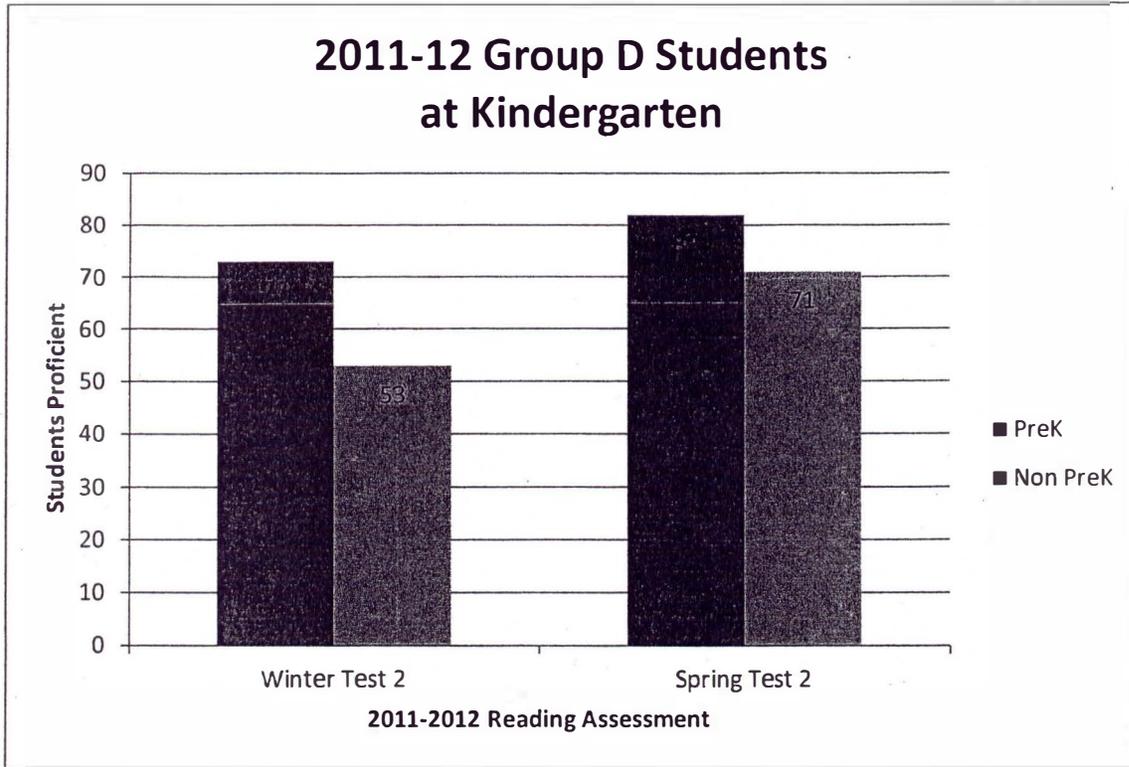
8 / 39,630

For families/households with more than 8 persons,  
add \$4,020 for each additional person.

Sweetwater Elementary - Devils Lake, North Dakota

Dr. Deb Follman, Principal

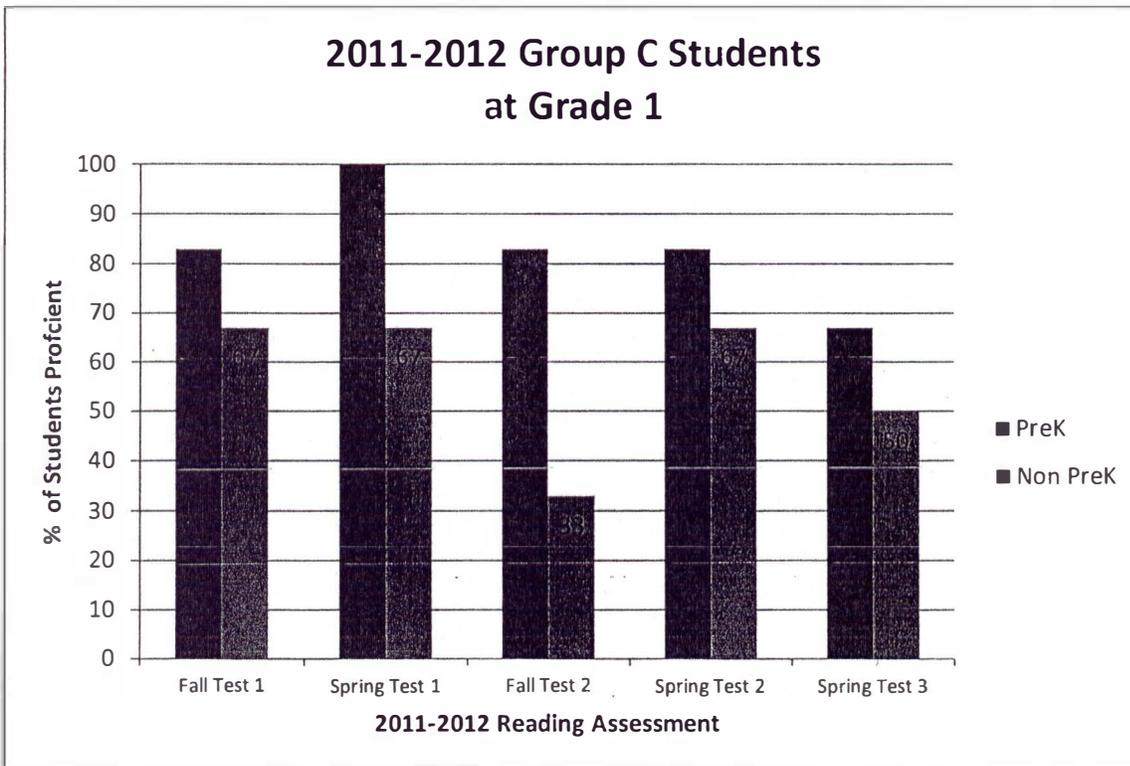
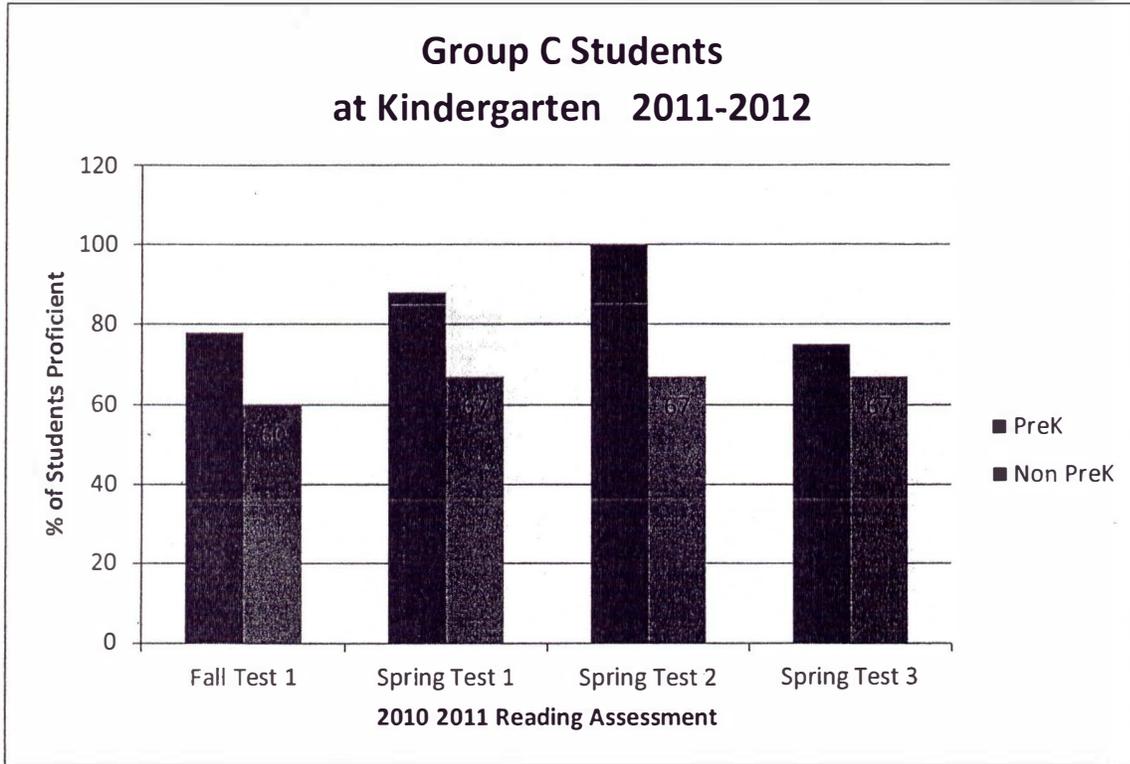
Data from assessment results of students receiving free/reduced lunches



Sweetwater Elementary - Devils Lake, North Dakota

Dr. Deb Follman, Principal

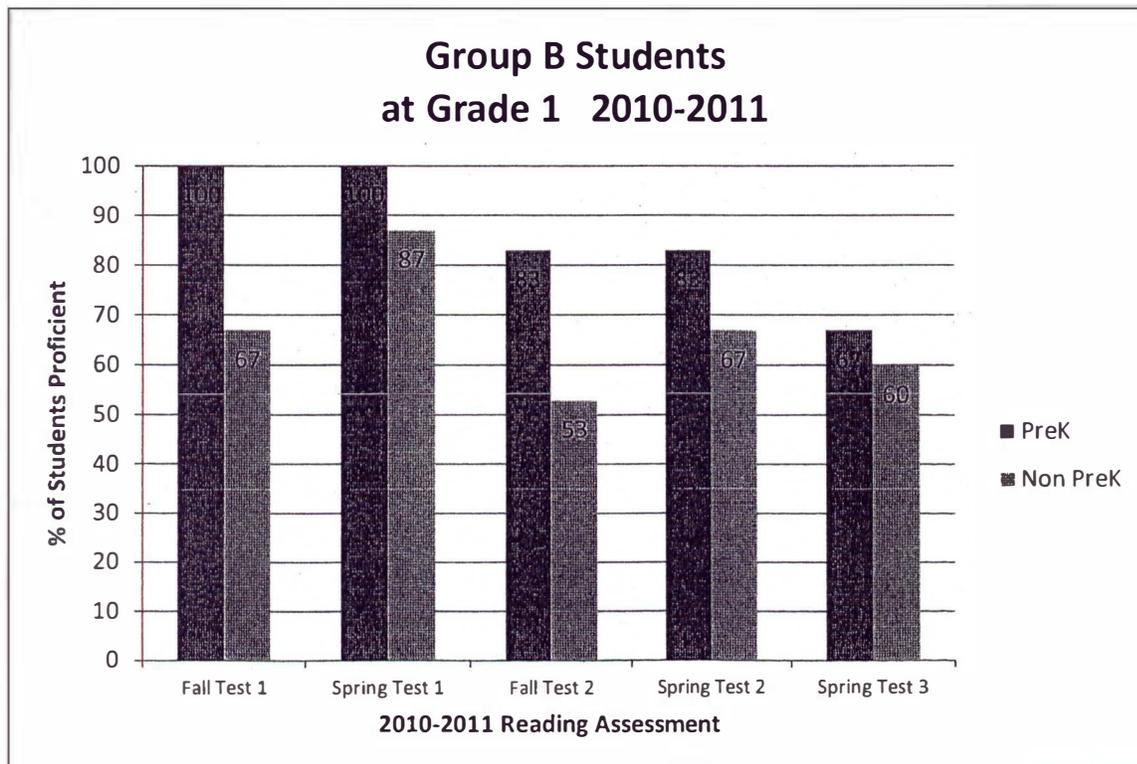
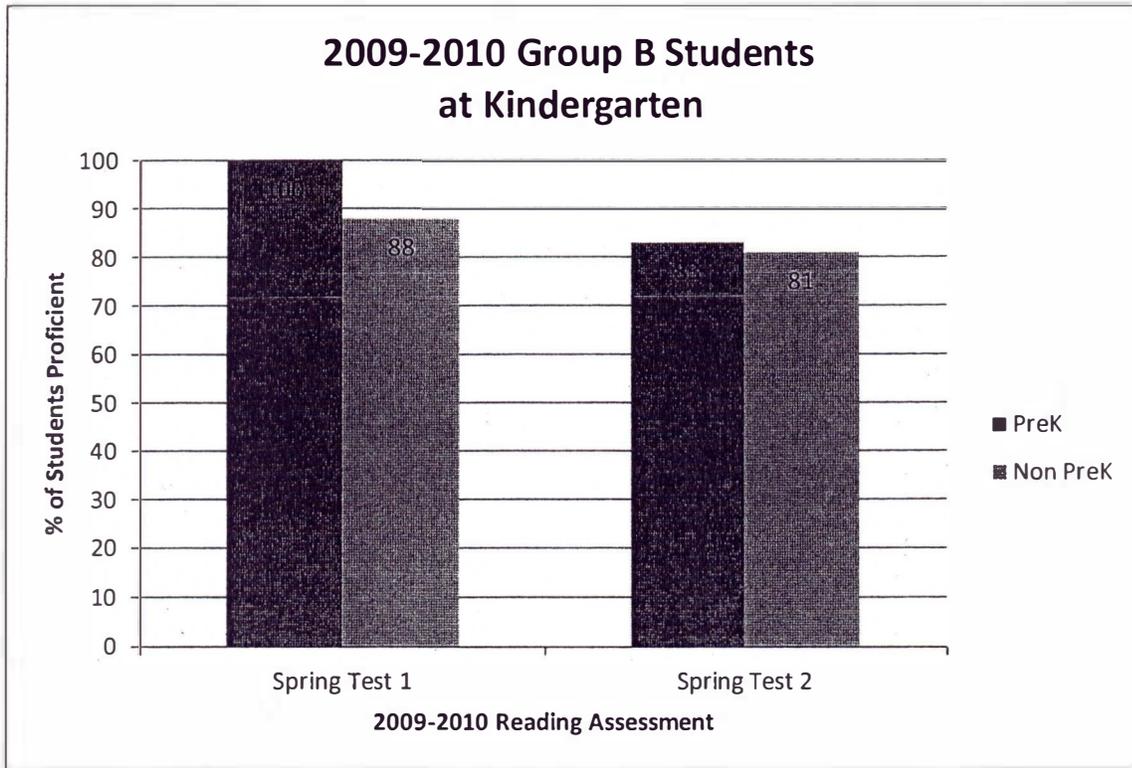
Data from assessment results of students receiving free/reduced lunches



Sweetwater Elementary - Devils Lake, North Dakota

Dr. Deb Follman, Principal

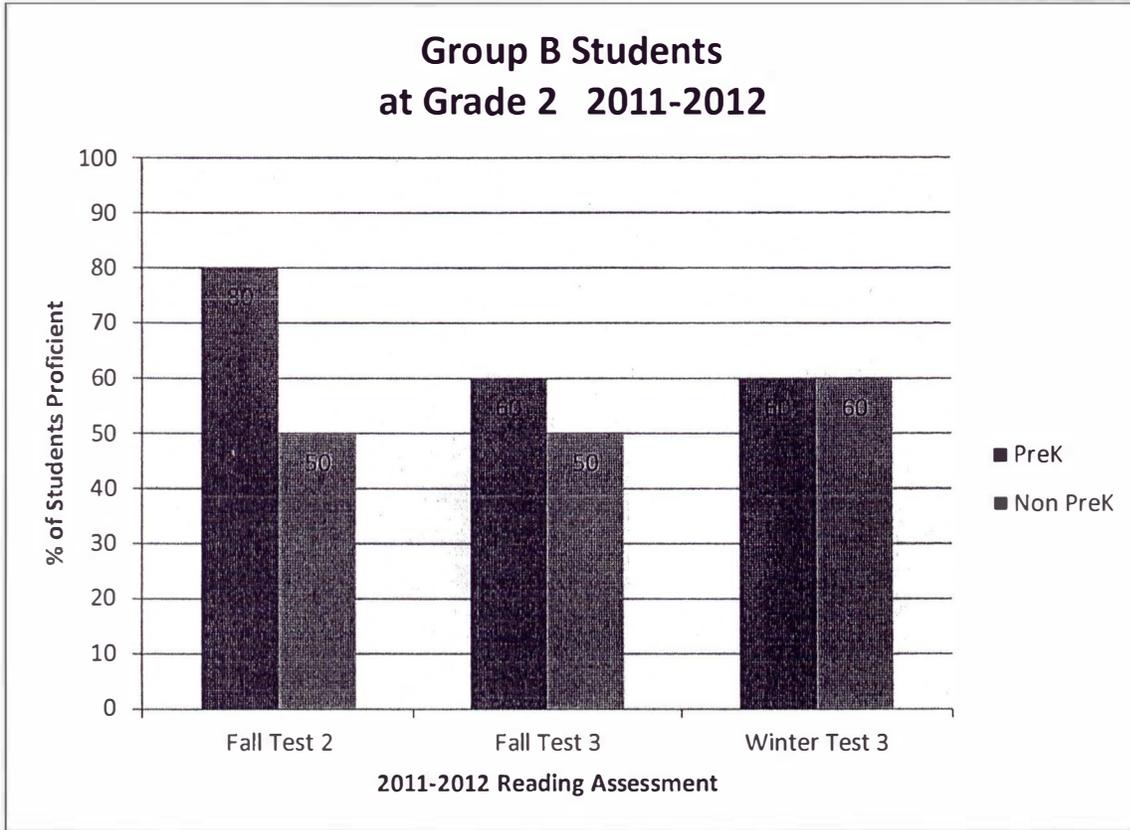
Data from assessment results of students receiving free/reduced lunches



Sweetwater Elementary - Devils Lake, North Dakota

Dr. Deb Follman, Principal

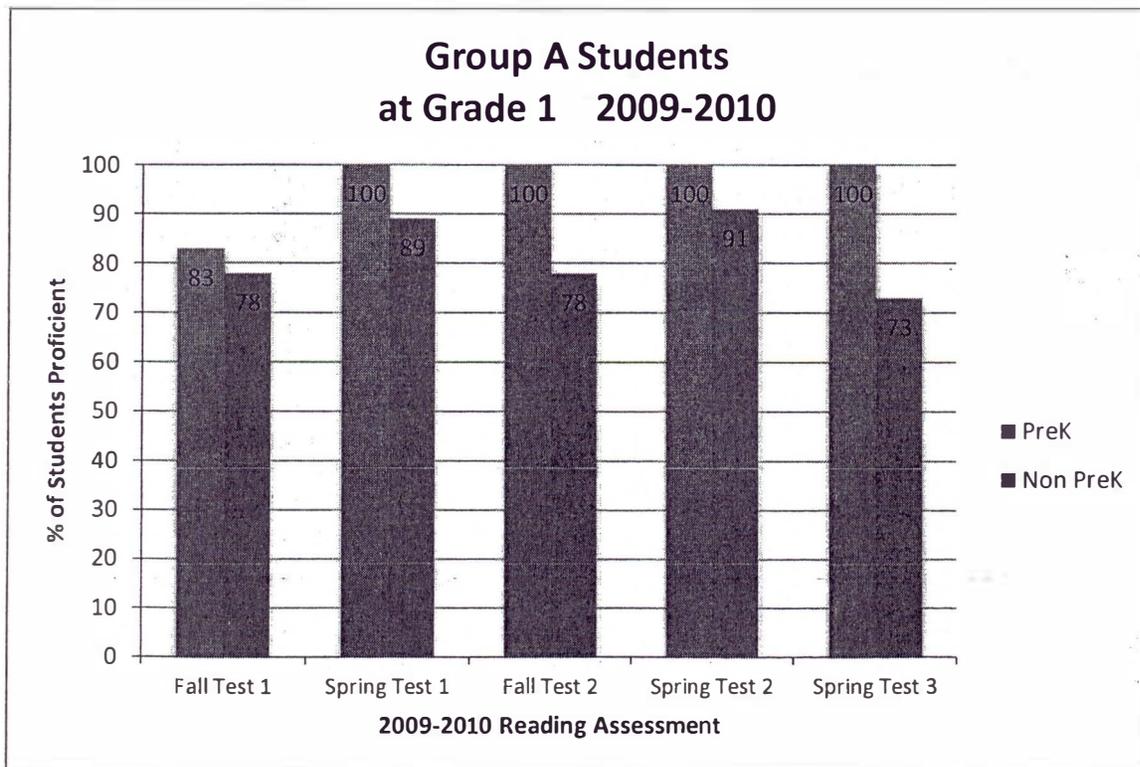
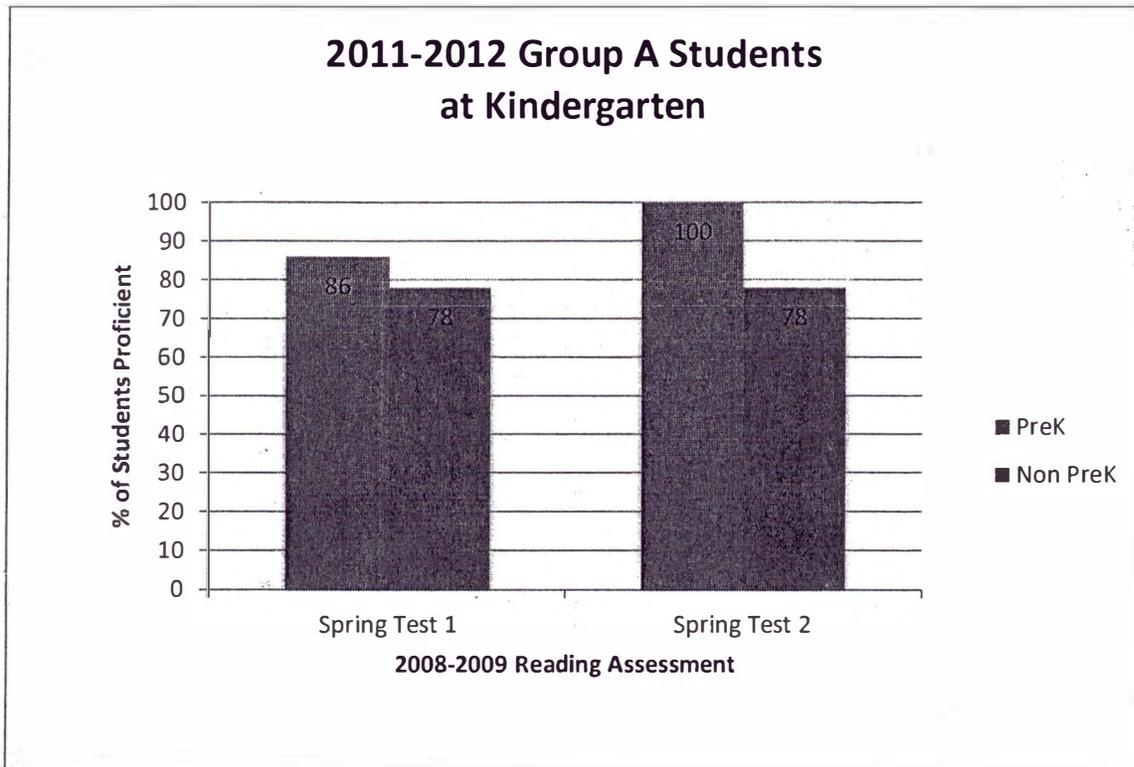
Data from assessment results of students receiving free/reduced lunches



Sweetwater Elementary - Devils Lake, North Dakota

Dr. Deb Follman, Principal

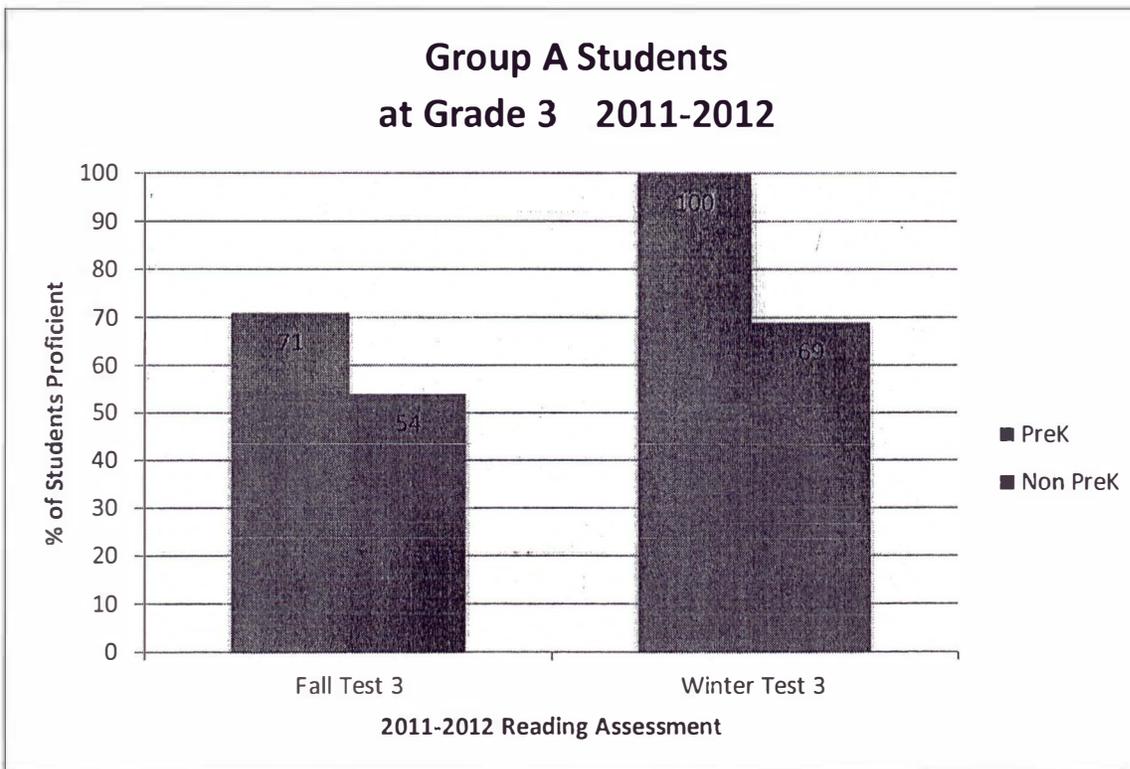
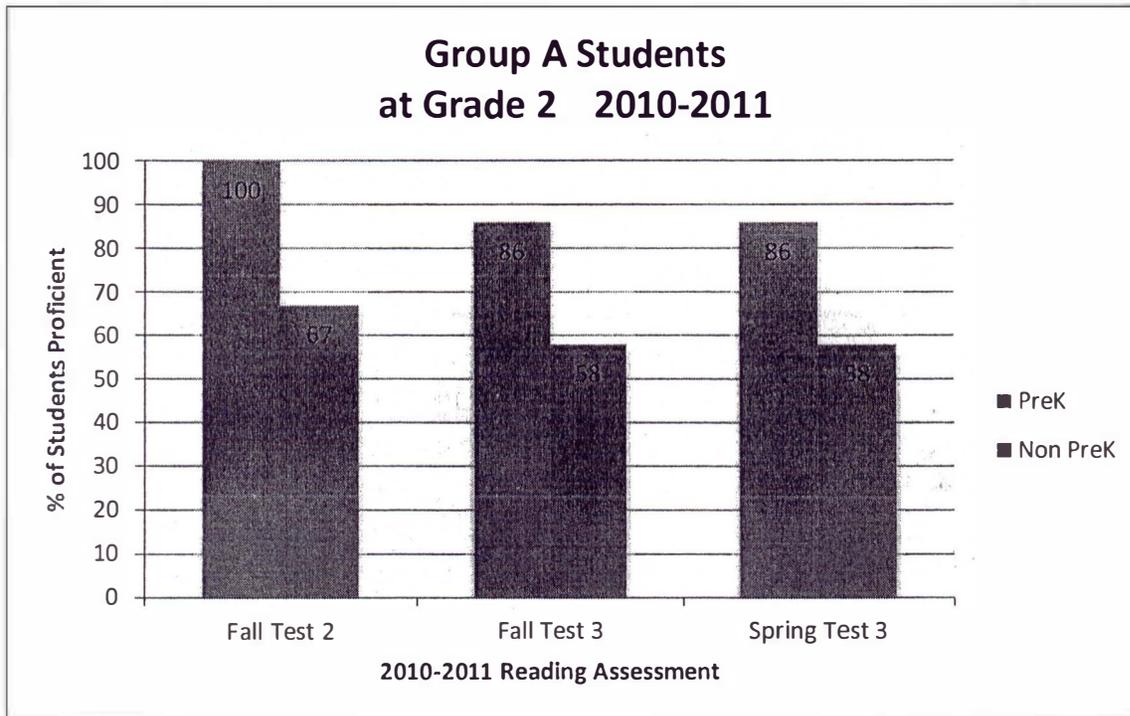
Data from assessment results of students receiving free/reduced lunches



Sweetwater Elementary - Devils Lake, North Dakota

Dr. Deb Follman, Principal

Data from assessment results of students receiving free/reduced lunches





# North Dakota Head Start

January 2013

## Head Start in North Dakota

Early Education, Family Support, and  
Community Development: Our Nation's Pride

82.3% of North Dakota mothers with children ages 0-5 are in the work force, affecting 31,057 children. This percent is 2<sup>nd</sup> highest in the nation. *North Dakota KIDS COUNT*

Since its beginning in 1965, Head Start's goal has been to boost the school readiness of low-income children. Based on a whole child model, the program provides comprehensive services that include:

- preschool education;
- medical, dental, and mental health care;
- nutrition services; and
- support to parents to foster their child's development.



Future Leaders

## Why Invest in Head Start

North Dakota Head Start PIR data indicates that 98% of children enrolled had continuous accessible health care at the end of their enrollment year.

- ⇒ School Readiness: at Kindergarten entry, Head Start children are more ready for Kindergarten than their peers who did not attend Head Start. *The Head Start Impact Study*
- ⇒ Early Investment: produces the greatest returns in human capital.
- ⇒ Early Childhood Development: cognitive skills, social skills and physical well-being in children must be developed early – from birth to age five when it matters most. *The Heckman Equation Project, www.heckmanequation.org. Professor James Heckman is the Henry Schultz Distinguished Service Professor of Economics at the University of Chicago, a Nobel Memorial Prize winner in Economics and an expert in the economics of human development.*
- ⇒ Highest Risk: Head Start serves the most at risk families and their children. Extremely low family income is associated with inability to access many services and necessities that impact children's health, development, and learning. *North Dakota Head Start Programs*

Head Start programs prioritize services to families that meet the poverty guidelines. The 2013 poverty guidelines are \$73,050 for a family of four.

## Return on Investment

- ⇒ Early childhood programs for low-income children report returns between \$4 and \$9 for every dollar invested in these programs. *Harvard's Center on the Developing Child*
- ⇒ Careful academic research demonstrates that tax dollars spent on ECD provide extraordinary returns compared with investments in the public, and even private, sector. The potential return from a focused, high-quality ECD program is as high as **16 percent per year**. *"Early Childhood Development on a Large Scale" June 2005 Rob Grunewald and Art Rolnick's proposal for investment in early childhood education. Rob Grunewald, Regional Economic Analyst and Arthur J. Rolnick, Senior Vice President and Director of Research, 1985-2010, The Federal Reserve Bank of Minneapolis*
- ⇒ Quality economic returns come from quality investment in early childhood development. *The Heckman Equation Project, www.heckmanequation.org*



# North Dakota Head Start

## *Early Childhood Intervention is Critical*

Without high-quality early childhood intervention, we know that an at-risk child is:

- ⇒ 25% more likely to drop out of school
- ⇒ 40% more likely to become a teen parent
- ⇒ 50% more likely to be placed in special education
- ⇒ 60% more likely never to attend college
- ⇒ 70% more likely to be arrested for a violent crime

Source: Ounce of Prevention Fund (2012)



*Head Start children are significantly less likely to have been charged with a crime than their siblings who did not participate in Head Start.* Garces et al. (2002, September). Longer-Term Effects of Head Start, 2011

## *Facts and Figures*

- ⇒ North Dakota Head Start is funded to serve 2,933 children each year.
- ⇒ In January 2013, approximately 500 eligible children were unable to enroll due to limited Head Start funding.
- ⇒ North Dakota Head Start programs have experienced an increase in funding of 6.12% since 2006.
- ⇒ 92% of respondents to the NDHSA School Readiness Survey indicated that the Head Start program most prepares children for Kindergarten. *NDHSA School Readiness Survey, February 2012*
- ⇒ The Census Bureau estimates that 18% of ND children ages 0-4 (7,679 children) lived in poverty in 2009. *North Dakota KIDS COUNT*
- ⇒ Children living with a single parent rose from 9% in 1980 to 24% in 2010. *North Dakota KIDS COUNT*
- ⇒ In the past decade, the percentage of children raised by relatives or close family friends: North Dakota...35% increase (nationally...18%) *North Dakota KIDS COUNT*
- ⇒ Head Start children experience increased achievement test scores which reduces costly grade repetition, special education, and other services. *Barnett, W. (2002, September 13). The Battle Over Head Start: What the Research Shows. Presentation at a Science and Public Policy Briefing Sponsored by the Federation of Behavioral, Psychological, and Cognitive Sciences; Garces, E., Thomas, D. and Currie, J.. (2002, September). Longer-Term Effects of Head Start. American Economic Review, 92(4): 999.*
- ⇒ Young women who have experienced a quality early childhood program are one-third less likely to have out-of-wedlock births. *High/Scope Educational Research Foundation. Significant Benefits: The High/Scope Perry Preschool Project.*

*In order to accommodate forecast potential for child care needs, the state will have to nearly double its growth rate: 8,620 spaces in 5 years (2010 – 2015) = 1,724/year.* Dr. Rathge, NDSU, October 2, 2012

*The average yearly cost for a 4-year-old in center-based care in 2011 exceeded the annual in-state tuition at a public 4-year college in ND.* Dr. Rathge, NDSU, October 2, 2012

## *ND Head Start Needs Your Support*

Now is the time for North Dakota to build on existing federal/local partnerships and funding of effective Head Start services. North Dakota can create a path to its future prosperity by investing in our greatest asset and highest potential – our children!



# West Fargo Public Schools

*Educating today's learners for tomorrow's world.*  
 District Office – 207 West Main Ave. – West Fargo ND 58078

Kay Kiefer ..... Board President  
 Patti Stedman ..... Board Vice President  
 Angela Korsmo ..... Board Director  
 Judy Kvaale..... Board Director  
 Karen Nitzkowski..... Board Director  
 Dave Olson..... Board Director  
 Jeff Shirley..... Board Director

January 30, 2013

To Whom It May Concern,

Dr. David Flowers ..... Superintendent  
 Louise Dardis..... Assistant Superintendent  
 Beth Slette..... Director of Assessments & Federal Programs  
 Marian Bell..... Special Education Director  
 Pete Diemert..... Building & Grounds Director  
 Robin Hill..... Human Resources Director  
 Robert Kaspari ..... Technology Director  
 Mark Lemer..... Business Manager  
 Brad Redmond..... Transportation Director  
 Jan Sliper ..... Food Service Director

As the West Fargo School District Director of Special Education I have had the opportunity and privilege to work collaboratively with Head Start in our inclusive classrooms as well as partnering with their staff for training and staff development. Our early childhood special education (ECSE) programs in West Fargo Schools have greatly benefited from the Head Start classroom in our shared district location adjacent to our ECSE classrooms. In addition to collaboration for our special needs students, Head Start provides a critical bridge for at-risk students through early intervention experiences for the child and family which prevent the necessity of special education in future years.

As our community grows at a rapid pace, particularly in the 0-5 year old demographic, children continue to be on waiting lists for Head Start programs. As early intervention clearly produces positive outcomes for children, it is imperative that programs such as Early Head Start and Head Start be viable and accessible. Not only do the current programs provide essential services to children and families, expansion is necessary to meet the burgeoning needs of the West Fargo/Fargo metro area.

Thank you for the opportunity to write this letter in support of Head Start/Early Head Start as it continues to provide essential services to our region. As a special educator, and former Head Start teacher I appreciate the value of these programs as an investment in the future of our students.

Sincerely,

*Mari Bell*

Mari Bell, Director of Special Education  
 West Fargo Schools

My name is amber Portillo. I live in SE Burliegh county near Sterling/moffit.

I have 3 daughters aged 2,4, and 6. My husband owns a small handyman business. technically, i am a stay at home mom, and in the summer I also grow organic produce for sale.

The reason I decided to come speak today is because Headstart is a valuable resource in our communities. It provides a high quality educational opportunity for young children who otherwise wouldn't get one. Not only that, Headstart also helps the parent's of needy students as well. I know this because my family has been infinitely blessed by our involvement with Headstart.

My oldest daughter attended Headstart for 2 years. At the time, I was having difficulties teaching certain concepts to her at home, and I could see her being withdrawn around other kids. Through the Headstart program, She was able to learn socializing skills, problem solving skills, writing skills and was even able to read some sight words when she finished. she is currently in a rural kindergarten and Headstart helped her to become the brightest child in her class this year. She is reading at a first grade level and her teacher expects she will be ready to begin 2nd grade level books by the end of the year. She is also learning some first grade math concepts.

My 4 year old is currently attending Headstart. Since she has been enrolled with Headstart, I have seen dramatic improvement in her writing and speaking skills. Her emotional control and her large motor skills have also improved. She is able to recognize, and correctly spell her own name and the names of her sisters. She couldn't do that in September.

I say headstart educates parents as well as children because Through Headstart my husband and I were able to take first aid and CPR classes, cooking classes, and parenting classes. I actually was actually able to use the CPR skills I learned to save a life.

I have been able to be involved with many other parents through the school. I currently serve as chairperson for the Policy council and I have seen how the support that the school offers builds parents up and encourages them to want more for their children, and more for themselves. I have met parents that are now saving money to send themselves to college and to buy a home through programs they learned about from advocates at the school. I have seen parents learn skills to help them control their own anger. I met a mother who decided to ask for a promotion at work because she finally had the confidence to do so after serving with the policy council. I have even met a family that is giving their life together a second chance because they were put into contact with counseling services through the school.

State funding of these Headstart programs is a way to support the those who need it most. It is a way to support families in our communities who might otherwise fall apart, or behind. It gives opportunities for parents to learn the skills they need to become leaders in their households and community, and in turn gives the children in those families the chance to fulfill their purpose in life as the true legacy of our state.

Testimony – HB 1356  
Education Committee  
January 29, 2013  
By Representative Haak, Hawken, N. Johnson, Hogan  
Senators Poolman, Triplett

Chairman Flakoll and members of the Committee, my name is Michelle Driscoll, I am from District 21 which is central Fargo. I urge your support of HB 1356.

My start with Head Start was when my son Michael was three years of age, (2006). At the time I was not feeling very secure in life. I had just started a job at NASDA, it was only an intermediate job, meaning (only work when they need you). And I was also working with Voc Rehab to take classes to become a photographer.

I had heard a lot about Head Start in the past when I used to do daycare for 7 ½ years from 1991 to 1999. What I had heard was WOW what a great program. My Mother and I crossed our fingers everyday with the hope that they would have room for him. We finally got the word that Michael was in! I was so happy for Michael that he was going to get this great start!

This is where my story takes a turn. I was so happy for Michael, but I did not realize what it would do for all of us. I am going to use a 1-2-3-etc... to explain what it did for each of us.

Michael first as always:

1. His learning improved everyday.
2. He learned and enjoyed interacting with others his age.
3. Great experience with teachers, he still wants to stop and say hi even now. He is going to be 10.
4. Michael learned some independence.
5. We found out that sometimes Michael's mouth could be out of line and the teachers worked with us on that. Did not take long and Michael was doing great.
6. Michael made friends that he still has play dates with today.
7. Michael enjoyed their field trips.
8. They put out a list of what you can do with your child in a calendar form, and Michael and I did a lot of them. It made us enjoy each other a little more. I was depressed at times, so this had a great impact on us.
9. Michael's self esteem went off the charts. Even today he is able to do things I would never have thought of. He speaks with no problem in front of the class, he is in the talent show

at school almost every year, he plays hockey, he is in Tae Kwon Do, all on his own he sent Sheriff Laney a congrats card and Sheriff Laney was so impressed along with a few deputies, that Michael was made a Jr. Deputy. (Card enclosed)

10. Michael reads very well, that was important to me, because I struggled myself as a child with reading. ( Mostly out loud to the class)
11. Michael is not scared to try new things. I'm not so open to new things, wanted to do things, but would hold back because of fear.

I feel that Head Start had a part in all of the above.

Now for my Mom, whom my son and I live with:

1. The teachers helped me work with my Mom on letting Michael do things himself.
2. Examples include zipping his coat, eating all by himself, etc. My Mom likes to do everything herself, she said it is easier that way. But she was always undoing what I would teach Michael by doing all this for him. She did not realize that it was hurting him more than helping him. The teacher assistant and child advocate came for a home visit and told my Mom in such a smooth way, and she seemed to take it in. I do not know what I would have done without them, because my Mom and I would get into arguments about it before they came over for the home visit.
3. One day my Mom found Michael and his across the street friend playing inappropriately. She told the other child to go home and Michael had to come in the house. She told me about it when I came home and I went crazy. Once I settled down I asked Michael where he learned it and he told me from the brother of the other child. My Mom and I turned to the Head Start teacher and again she walked us through this.
4. My Mother would take Michael to school, because it was on her way and sometimes I was at work. She enjoys the little chit chat that she and the Head Start Teachers would engage in. My Mom does not always like everyone.
5. My Mom also told everyone how great Head Start was! The trust was there!

Now finally for myself:

1. Friendships that will last a life time.
2. Support for my photography.
3. The program did things for my son that I will always be grateful for.
4. I have built a trust with this Head Start that I hold close to my heart.

5. I received support with Michael.
6. I received support with my Mom.
7. I received information on things I needed.
8. I was part of the saving our cents program with SENDCAA (Info I received from Head Start)
9. I was also able to go to the House and the Senate to fight for money for the Saving Our Cents Program. (The bill was passed) This was a life changing experience in itself.
10. A lot of staff at Head Start and SENDCAA are now my photography clients.
11. I am the Fargo Head Start photographer. I have also done photography for East Grand Forks Head Start and Grand Forks Head Start.
12. I was also able to do my intern for photography with Head Start.
13. I have also been working for Head Start now for 5 years bus driving.
14. They also helped me get my school bus endorsement. I had my bus license already, but needed that endorsement.
15. They helped me with the right places for scholarships for Michael.
16. We also received some family therapy through Head Start that helped our family.
17. Now through working for Head Start I received training that is life changing. Poverty Simulation training is life changing and I have encouraged our local high schools and middle schools to give it a try. As I also encourage the House and the Senate to experience it.

Head Start gave me a whole new look on life that has changed my life back to the better. I was on the policy council at Head Start both years that Michael was there. Now I have been on the PTA at Michael's grade school the whole time he has attended. I am the head of Language, Clothing, and I also partner up on Restaurant Fundraising.

I feel that Head Start has a staff along with SENDCAA that really care!

I look back at my list and realized it helped the family as a whole.

Thank you for your consideration

## Opportunity for the American Dream

I am Deserae Harstad, daughter of the Red river Valley, mother of three young boys, wife of a hardworking Mill Operator, a nursing student in my second semester. I am also economically challenged, from a broken, abusive home, and no stranger to adversity. With Mayville State University Child Development Program guidance, I was able to overcome the challenges ahead of my family and achieve the American Dream: being able to provide for our family with safety and assurance.

As mentioned above, I grew up in a poverty household, exposed to abuse and neglect. I lived in slums, struggled with alcohol abuse in the household, and lacked the tools necessary to start my young adult life on the right track. When I married my husband, Nicholas, we struggled to provide for our young family. Our oldest, Jaylen, was diagnosed with a speech delay, but we couldn't get the services needed to help him while we lived in northwest Minnesota. After Nick was laid off, we came back home to the Red River Valley we called home, somewhere safe and promising, and sought for a house to raise our children in. We settled in Traill County, and I was referred to MSU CDP for Jaylen's speech delay. They were his lifesaver, and ours. He had a 50% intelligibility level when they started him in speech therapy in their Central Valley School classroom, and over the course of two years in the Head Start program, he blossomed. His intelligibility level met others of his age, and being able to express himself revealed that he also had ADHD combined type II. Again, Head Start helped my family, by guiding us through the maze of Special Education consortium, regulations and professionals. Without our Family Services coordinator and the Director listening to our fears, our struggles, and helping us navigate the process, we would have never been able to stand up for our eldest and get him the education he is due.

A key point of Head Start is family self-sufficiency, and no one has helped us achieve this more than Head Start. With their encouragement and assistance, I returned back to school for my Practical Nursing certification. I never thought I would be able to return once I had children. With Head Start besides me, I learned how to juggle school, family, grades, and health. They helped me arrange childcare for the kids, learn public speaking and leadership skills while I served as the chairperson for Policy Council and as the parent representative for MSU CDP to the North Dakota Head Start Association. I learned parenting skills to replace the abuse and neglect I grew up with. I learned financial responsibility, literacy, and budgeting. I learned the skills needed to succeed that I hadn't been exposed to in my childhood by working with MSU CDP and NDHSA. And with these skills, their encouragement, and support, I earned a 4.0 my first semester of a very challenging Practical Nursing Course and secured a place on the President's List at Lake Region State College.

And of all the things Head Start has offered us, I would say I prize the gift of belief. They believed in my family. They believed we had purpose, potential, and strength. We were not human trash, to be left to toil and waste away under the weight of a shrinking economy and our own inadequacies. We were **people**, with untapped skills and growth waiting to be revealed. Because of this intervention and encouragement, I was able to break the cycle and lift our family out of the vicious trap that abuse and poverty creates. I will be the first in my family to finish college and work as a professional. My children will not have the challenges of poverty and abuse that I had, and my marriage will be stronger and wiser to support our family. We will be able to give back to the community, to teach our children how to do the same, and we will be one less family stuck in the vicious cycle. We will have achieved the American Dream, and we will be able to teach our children the same.

## House Bill No. 1356 – Funding for Head Start

February 29, 2013

Chairman Flakoll and members of the Senate Education Committee:

My name is Ramona Danielson, and I am writing in support of House Bill No. 1356, calling for state money to be appropriated to support the expansion of North Dakota Head Start programs.

The reason I want to testify in support of this bill is to personally attest to the positive impact of being an alumna of the Head Start program, as I was enrolled in the program from 1980-1981.

Today, I have a Master's degree and am working toward a Ph.D. I am a social researcher and an adjunct lecturer. I have also celebrated my 9<sup>th</sup> wedding anniversary and have two beautiful boys under the age of three.

I have always said that Head Start ignited a lifelong love of learning. I was so excited every day that I got to go to Head Start. There were a variety of activities and very kind teachers who helped me explore things. This was the first place I ever experienced the joy of learning.

While Head Start's success in preparing me for school is a very important part of my story, it is not the aspect of my participation in Head Start that had the greatest impact on my life – not by far.

In addition to my classroom component, there was another part of the program that involved a Head Start worker coming to our home and offering parent support and education. My family "lived below the poverty line." Other risk factors were also present, as is so often the case. My mother is a survivor of severe child abuse and has suffered from mental health issues her whole life. My mother told me that it was the kind, non-judgmental influence of the Head Start worker that helped her understand that she had a drinking problem. Shortly after I entered Head Start, my mother entered treatment for alcohol abuse. Her realization led my father to also quit drinking. They used Alcoholics Anonymous program and have both celebrated 30 years of sobriety.

I cannot imagine my life had my parents continued drinking. Though there were other challenging factors as I grew up, continued substance abuse in my home would have had devastating consequences on my ability to succeed in school, and education has been my key to reaching the middle class. Their sobriety also gave me a greater understanding of the risks associated with alcohol when I began being exposed to drinking among my peers in high school.

I appreciate having the opportunity to share my story with you. I hope it helps you understand the tremendous positive impact that Head Start can have in the lives of vulnerable young children and the tremendous long-term benefits we as a state can reap from this investment.

This concludes my testimony in support of House Bill No. 1356. Please let me know if I can answer any questions. I can be reached at [ramonadanielson@gmail.com](mailto:ramonadanielson@gmail.com).

March 19, 2013

# 3

PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1356

Page 1, line 1, remove "directing the superintendent of public instruction to study early childhood care"

Page 1, line 2, replace "and education" with "to provide an appropriation for head start programs; and to provide for a study"

Page 1, after line 4, insert:

**"SECTION 1. APPROPRIATION.** There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of \$500,000, or so much of the sum as may be necessary, to the department of human services for the purpose of providing grants to head start programs in this state, for the biennium beginning July 1, 2013, and ending June 30, 2015.

1. The head start state collaboration administrator shall award grants under this section based on an application and criteria that include:
  - a. The number of low-income or at-risk children and families that a program can serve;
  - b. A program's design, service area, and accessibility to eligible children and families;
  - c. A program's coordination and interaction with licensed child care programs and school districts and nonpublic schools; and
  - d. Proposals for innovative ways of addressing identified needs of eligible children and families.
2. The department shall monitor and provide oversight of all grant recipients.
3. This appropriation does not create eligibility entitlements."

Renumber accordingly

April 1, 2013

**PROPOSED AMENDMENTS TO REENGROSSED HOUSE BILL NO. 1356**

Page 1, line 1, after "A BILL" replace the remainder of the bill with "for an Act to provide an appropriation for early childhood education grants; and to provide for a transfer.

**BE IT ENACTED BY THE LEGISLATIVE ASSEMBLY OF NORTH DAKOTA:**

**SECTION 1. APPROPRIATION.** There is appropriated out of any moneys in the early childhood education fund in the state treasury, not otherwise appropriated, the sum of \$2,600,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of providing annual early childhood education grants to eligible school districts, for the biennium beginning July 1, 2013, and ending June 30, 2015.

1. Any school district offering a program of early childhood education, approved in accordance with section 15.1-37-01, is eligible to receive a grant under this section.
2. The superintendent of public instruction shall provide for an annual application process and shall select award recipients. The selection process must take into account the geographic distribution of recipients, the district's service area, the general economic circumstances within the service area, and the district's current or anticipated financial commitment to providing early childhood education.
3. A school district may not receive more than \$100,000 annually under this section.
4. As a condition of receiving an early childhood education grant, a school district shall commit to maintaining a full-time equivalent student-teacher ratio of ten-to-one or sixteen-to-one if the teacher is assisted by a full-time classroom aid.
5. As a condition of receiving an early childhood education grant, a school district shall commit to utilizing the PowerSchool information system and to providing data to the superintendent of public instruction at the time and in the manner requested by the superintendent.
6. The superintendent of public instruction shall monitor the grant recipients, compile data regarding the recipients' provision of early childhood education, and report any findings and recommendations to the legislative management.

**SECTION 2. TRANSFER.** Notwithstanding section 15.1-27-22.1, if any moneys remain in the grants - state school aid line item after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2011-13 biennium, the superintendent shall transfer the first \$2,600,000 to the early childhood education fund in the state treasury. Moneys in the early childhood education fund are not subject to section 54-44.1-11."

Renumber accordingly

Rep. Jessica Haak #7  
HB 1356  
4-8-13

Thank you Chairman Holmberg, Vice Chairs Bowman and Grindbeg, and members of the Senate Appropriations.

HB 1356 would allow \$2.6 of the DPI budget to transfer to early childhood funds. As you can see in section two, these funds would only be allocated if any moneys remain in the grants-state school aid line item after the superintendent of public instruction complies with all statutory payment obligations imposed for the 2011-2013 biennium.

These funds could only be used for early childhood education programs. The department of public instruction would prepare the grant process. The selection process must take into account the geographic distribution of receipts, and each school district is limited to \$100,000 annually. This bill is a great addition to an option for local school funds in a bill that was just passed in the house.

Mr. Chairman, members of the committee, as the prime sponsor of this original bill I am in full support of the amendment that has been attached to the bill and would urge your support of this legislation

I would urge a "do pass" recommendation for the committee and will stand for any questions.

Rep. Jessica Haak

Brandt Dick #2  
HB 1356  
4-8-13

Testimony for HB1356

Members of the Senate Education Committee, my name is Brandt Dick and I am the Superintendent of Hazelton-Moffit-Braddock School District and Underwood School District. I wish to provide written testimony in favor of 1356.

At Underwood School District we have had a Public Preschool Program for over 18 years. The program began as a way to educate students with disabilities. The program has grown and expanded to where we now have two half-day and three half-day options for all preschool students. We have close to 100% participation in our preschool program from our community, as well as students from neighboring communities of Turtle Lake and Washburn. We have found that having a public preschool has benefited both special need students as well as regular education students. Some of our special need students—especially in the area of speech development—have actually been able to gain the services needed at an early age and have been able to continue their education without special educational services.

Right now we charge tuition, \$70 for two half-day option and \$95 for three half-day option along with \$10/month if the Underwood School District provides transportation. We also utilize funding from the state for those students that are identified as special educational students. We also have raised funds to help those families in need who cannot afford the preschool tuition amount. Money that is available would benefit those families that struggle to pay the tuition that we charge.

At Hazelton-Moffit-Braddock the school board has decided to add a three-day a week, half day preschool program, as we have seen the benefits of those students that have completed the preschool program in Linton. Geographical distance prevents some families from utilizing the preschool program in Linton. We have not set tuition amounts as of yet, but it definitely would make a difference if we would be able to receive a grant in what amount we will set for our program.

A strong preschool program is definitely something young families take into consideration when looking at communities in which to reside and raise their families. These grants would help communities provide preschool options that are not available in many rural areas. In Underwood, we are in the process of trying to recruit a teacher from out of state who grew up in North Dakota. One of her first questions was if Underwood had daycare and preschool options.

Janelle Ferderer  
HB 1356  
4-8-13

#3

**TESTIMONY ON HB 1356**  
**HOUSE EDUCATION COMMITTEE**  
April 8, 2013

Mr. Chairman and Members of the Senate Education Committee,

My name is Janelle Ferderer, Director of the Emmons County Special Education Unit and the Emmons County Preschool program, and I am here to support House Bill 1356 and its appropriation for early childhood education grants.

I have been a teacher in an early childhood program for 23 years and in school administration for 13 years. I have seen the benefits of early childhood education firsthand in the individual children I have worked with and in the data I have collected over the years, including consistently higher reading and math scores throughout the elementary years for students who attended preschool. Our Kindergarten teachers will tell you that students who have attended preschool are more prepared to learn and succeed in their classrooms. Based on the progress this bill has made, I believe the importance of early childhood education programs is being recognized. However, they are not only important, but essential, to increasing positive educational, societal and economic outcomes for North Dakota.

In Emmons County, our school districts have been struggling to provide early childhood education services for more than 25 years. In 2009, ARRA funds were used to expand services, and the response from families has been overwhelming. We currently have 40 children enrolled in our various educational groups, and have several children on a waiting list. There are already 30 children seeking enrollment for the 2013-2014 school year, and I have received calls from parents seeking enrollment for the 2014-2015 school year. Without this bill's appropriation, we may not have the resources to serve these children and these families. The opportunity to

acquire additional funding would allow us to hire another teacher, or a full time aid, which would help us to serve **all** students seeking enrollment, and increase the quality of our program by decreasing the student to teacher ratio and providing resources for staff development and parent training.

The North Dakota Department of Public Instruction is currently working on several projects to increase quality and clarity for our early childhood education programs, including curriculum guidance, a developmental framework, and an early childhood data system. As a participant in several of these committees, I see early childhood educators in our state prepared and anxious to move forward in providing high quality, consistent programs for our young children. However, without funding assistance, school districts will be less likely to implement high quality early childhood programs, and the inconsistent implementation of a limited number of programs in North Dakota will continue. School districts should be provided the permission, as well as the financial assistance, to implement the Department of Public Instruction's guidance and increase the overall academic success of their students.

SB 2229 and its appropriation is a critical piece of legislation that would assist our school districts in moving forward in their efforts to engage highly successful learners. The building blocks for academic success are established early, and the early childhood years are a critical learning phase where attitudes towards learning, social constructs, pre-academic foundations, and language skills are hardwired. Economists estimate that every dollar spent on early childhood programs provides a return of at least \$10 in reduction of government spending in other areas, including special education placements, grade retention, remedial education programs, welfare, and the criminal justice system. The economics of this issue are simple. We can invest in our children when they're young, by laying a solid foundation for future success, or



we can ignore this need, and spend much more money down the road trying to fix problems that we could have prevented.

Thank you for the opportunity to provide testimony related to HB 1356. Early childhood education is an investment in our children's future, and our state's future, that we cannot afford to disregard.

