

MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION
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ROLL NUMBER

DESCRIPTION

1383

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Dennis Halliwell
Operator's Signature

10/3/03
Date

2003 HOUSE EDUCATION

HB 1383

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Demetrius Hall
Operator's Signature

10/3/03
Date

2003 HOUSE STANDING COMMITTEE MINUTES
BILL/RESOLUTION NO. HB 1383

House Education Committee

Conference Committee

Hearing Date February 4, 2003

Tape Number	Side A	Side B	Meter #
1		x	3245-5279

Committee Clerk Signature *Linda Siechtner*

Minutes: **Chairman Kelsch** opened HB 1383

Rep. Hawken: Those of you that have been around for the past three sessions would be aware that the English as a 2nd language population is very special to me. With the help of this committee we have worked really hard to make some positive in roads into helping those people that are new to our country. The bill this year, because everyone is aware of what the situation is, does not contain a request for the increase of funding, although we all know that it is certainly needed. It does make two subtenant changes. One it changes the test that is used and weighting factors. So that all the money that is allocated, will in fact go to the school district that have these children. Mari will describe this better than I can.

(3500-4214) Mari Rasmussen, Assistant Director for Bilingual & Language Acquisition Programs, Department of Public Instruction See Attached Testimony

Rep. Herbel With these weighting factors can you tell us, based on a couple past years, what is the amount per pupil for level 1 student be?

Rasmussen: I did some projections, it will be similar to what they have now.

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Page 2
House Education Committee
Bill/Resolution Number HB1383
Hearing Date February 4, 2003

Rep. Herbel Is this a redistribution of the money so that we disburse all of the money?

Mueller: Is there any federal money involved here?

Rasmussen: There are two other federal programs that I work with, Some of the schools will receive Title III.

Mueller: Total dollars are available through Title III and the grant

Rasmussen: 50K in the larger districts, 10K to 15K for the smaller schools.

Rep. Sitte Why you would throw out the Woodcox, which is an established test and start over?

Rasmussen: The test development is because of the federal govt. to comply with NCLB. To develop English language proficiency standards and then we need a test based on those standards.

Rep. Hawken: We can still use this test until that is developed? **Rasmussen:** Yes

Bev Nielson: School Board Association

Support ESCL students. People who are dealing with this challenge we have great respect for them. It is a more fair and consistent way of distributing the money. The easiest testing is always the best.

Susan Jacobson, Friend of the refugees from the Ukraine, Bosnia and Cuba, See Attached Testimony.

Hira Tahiali, Kosovo

Came here in 1999 with husband and 3 boys. I live here in Bismarck. I would like to say thank you very much for helping my kids learning 2nd language. My kids like school. Thank you, God

Bless America

OPPOSITION- none

closed hearing

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Page 3
House Education Committee
Bill/Resolution Number HB1383
Hearing Date February 4, 2003

Rep. Mueller motioned to amend Rep. Hanson seconded
discussion

Rep. Sitte didn't understand the creating of a new test when the Woodcox is so good.
passed by voice vote

Rep. Haas motioned a DO PASS as amended, Rep. Mueller seconded the motion

Passes 13-0-1

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10/3/03
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FISCAL NOTE
 Requested by Legislative Council
 02/12/2003

Amendment to: HB 1383

1A. **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.*

	2001-2003 Biennium		2003-2005 Biennium		2005-2007 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0	\$0
Appropriations	\$0	\$0	\$0	\$0	\$0	\$0

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

2001-2003 Biennium			2003-2005 Biennium			2005-2007 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

2. **Narrative:** *Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.*

The proposed amendment to HB 1383 has no fiscal impact on the state education agency general or other funds. The amendment makes no changes to the original bill other than to clarify the language used for the student payments and correct two typographical errors.

Per student payments - English Language Learners has no fiscal effect on the state education agency general or other funds. The appropriation request for this program is in Senate Bill 2013. Thus, the fiscal impact is in Senate Bill 2013.

House Bill 1383 revises the funding formula for the North Dakota Limited English Proficient Payment Program, allowing the Department of Public Instruction to distribute the full amount of funding appropriated for the program. Previously the program was funded on a per pupil rate. The proposed formula provides for a weighted student formula, with a greater reimbursement for students at the lower levels of English language proficiency.

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.*

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.*

C. **Appropriations:** *Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.*

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Dorinda Hall
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10/3/03
 Date

Name:	Mari Rasmussen	Agency:	Public Instruction
Phone Number:	328-2958	Date Prepared:	02/13/2003

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10/3/03
Date

FISCAL NOTE
Requested by Legislative Council
01/20/2003

Bill/Resolution No.: HB 1383

1A. 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.*

	2001-2003 Biennium		2003-2005 Biennium		2005-2007 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$0	\$0	\$0	\$0
Appropriations	\$0	\$0	\$0	\$0	\$0	\$0

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

2001-2003 Biennium			2003-2005 Biennium			2005-2007 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

2. Narrative: *Identify the aspects of the measure which cause fiscal impact and include any comments relevant to your analysis.*

Per student payments - English Language Learners has no fiscal effect on the state education agency general or other funds. The appropriation request for this program is in Senate Bill 2013. Thus, the fiscal impact is in Senate Bill 2013.

House Bill 1383 revises the funding formula for the North Dakota Limited English Proficient Payment Program, allowing the Department of Public Instruction to distribute the full amount of funding appropriated for the program. Previously the program was funded on a per pupil rate. The proposed formula provides for a weighted student formula, with a greater reimbursement for students at the lower levels of English language proficiency.

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

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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.*

C. Appropriations: *Explain the appropriation amounts. Provide detail, when appropriate, of the effect on the biennial appropriation for each agency and fund affected and any amounts included in the executive budget. Indicate the relationship between the amounts shown for expenditures and appropriations.*

Name:	Mari Rasmussen	Agency:	Public Instruction
Phone Number:	328-2958	Date Prepared:	01/23/2003

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10/3/03
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30604.0101
Title.0200

Adopted by the Education Committee
February 4, 2003

VR
2/7/03

HOUSE AMENDMENTS TO HOUSE BILL NO. 1383 HEDU 2-7-03

Page 3, line 11, after "a." insert "Each year of the biennium the superintendent of public instruction shall calculate the total weighted number of students eligible for payment during that year by determining the sum of all English language learner students weighted as follows:

- (1) Ten times the number of level I students;
- (2) Eight times the number of level II students;
- (3) Four times the number of level III students; and
- (4) The number of level IV students.

b."

Page 3, line 16, replace "b." with "c." and replace "pubic" with "public"

Page 3, line 20, remove the underscored period

Page 3, remove lines 21 through 24

Page 3, line 25, remove "(4) Level IV students are assigned a weighting factor of 8.0"

Renumber accordingly

Page No. 1

30604.0101

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