

MICROFILM DIVIDER

OMB/RECORDS MANAGEMENT DIVISION

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ROLL NUMBER

DESCRIPTION

2309

2007 SENATE EDUCATION

SB 2309

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2309

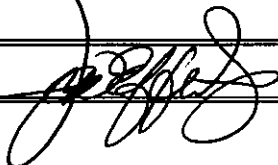
Senate Education Committee

Check here for Conference Committee

Hearing Date: January 29, 2007

Recorder Job Number: 2136, 2210, 2212

Committee Clerk Signature



Minutes:

Chairman Freborg opened the hearing on SB 2309, a bill relating to high school coursework requirements, relating to high school graduation requirements and student proficiency. All members were present.

Senator Nething introduced the bill. During the interim he attended meetings related to higher education and the one constant message that was coming through is that nationwide we have 50% of the students that enter college need remedial education, primarily in the fields of science and math. In North Dakota it is only 34%. That is still too high and he wants to help change that. He visited with the higher education folks from the P16 study and asked the legislative council to put together a bill that would help match up the concerns of the P16 commission with his concerns about remedial education that we have to provide in higher education for college freshman. The result is SB 2309. He went through the bill (meter 3:49) We take a lot of criticism of not funding 70% of what school districts want to spend. This penalizes the efficient school district. If we could measure the cost of a curriculum like this and fund 70% of it we would alleviate some of those concerns. Those school districts that want to add on could do so, it would still be a local decision.

Senator Flakoll asked on page 2 the requirements to enter into higher education in the state, will that hamper out of state students coming into the state?

Senator Nething said they may have to take remedial education to match it.

Senator Flakoll said the bill says they can't be admitted.

Senator Nething said he did not even want to deal with out of state students, we control our own admission standards. He doesn't know if this would impact them in that context or not.

Greg Gallagher, Director of Standards and Achievement, Department of Public Instruction, presented testimony for Gary Gronberg, Assistant Superintendent, Department of Public Instruction and testified in favor of the bill. (Written testimony attached)

Senator Flakoll asked how many people he envisions putting on the committee.

Greg Gallagher said it would not be as big as the P16 commission which had 40 members.

This one could be smaller, there would be more detailed discussion and the prospect of other sub group work that would be involved.

Senator Flakoll asked if we would be looking at more than \$1000 per person per meeting?

Greg Gallagher said in the estimation of the fiscal note, the intent was to approximate the amount that was invested during the P16, spread out over two years. Perhaps a meeting every two months involving a core group or additional sub group activity. The best interests of the departments fiscal note was to be as anchored as possible in the P16 original work.

Senator Bakke asked for the cost of the bill without the amendment, the cost for curriculum , staff, for all those things school districts would have to take on?

Greg Gallagher said that would be dependent on the efforts of the alignment committee if we move forward with it over the next biennium. We would be premature to put together a fiscal note of the impact to school districts and higher education. The department put together a fiscal note to earmark it for the purposes of the alignment committee study not the total affect

across the system. The key decision point is if we raise the number of units, that could have minimal impact across the state. If you start to talk about a proficiency bases assessment system, that would have an entirely different impact to the state.

Senator Flakoll said they can't run it? They can't project it? He is only interested in the bill, he is not interested in the amendments.

Greg Gallagher said in Department of Public Instruction's interpretation, what was being proposed was requiring students to take certain courses. The impact on that would vary greatly, they would have to study that further to know what it would cost. They were not in a good position to be able to anticipate that cost.

Senator Flakoll said you are saying you don't know how many schools aren't offering that curriculum.

Greg Gallagher said given the nature of sections 2 and 3, they would have to do a much more thorough audit of what the current standing of students' participation in those courses would be.

Senator Gary Lee asked if the alignment committee, at least the board level people, don't they meet as a joint board periodically? Couldn't this be taken on as an agenda item?

Greg Gallagher said they are required to meet annually. This activity would be much more resource intensive, much like P16.

Senator Gary Lee said if the amendments were included, you indicated we could still match the time table. It seems like it is more extensive and might be difficult to put into the time table.

Greg Gallagher said they believe it's plausible for the commission to proceed over the biennium. The key issue is what is the focal point of the system's growth. Is it for the continuation of seat time standards or towards proficiency standards. The P16 states rather

clearly the biggest challenge to the state is to advance an achievement based system not one based on seat time.

Mike Hillman, Vice Chancellor for Academic and Student Affairs, North Dakota University System, testified in favor of the bill. He supports the bill as it supports the P16 recommendations. He distributed the P16 Task Force Report. Every constituency was at the table- Career and Technology Education, teachers, private sector employers, they worked very long and very hard to develop unanimous consent for these recommendations. Page 11 provides the exact wording in terms of the curricular requirements that are being recommended. Systemic change is difficult. It would be easy to students, schools, individuals to be left out of the process, we need to be careful of how we do the transition. Some research presented to the task force indicates seat time is not disconnected from proficiencies. The number one strategy was to increase the curricular requirements of students and then to move towards proficiencies. Rather than throwing out all of section 3, he would suggest it be reworded to reflect the very carefully considered recommendations from the task force. Those recommendations are reflected in years, not units. These requirements should not be looked upon as something to get out of the way. We have students with the current three years of math requirements who have completed it in grade 10 so they go two years of high school without any math and they are not ready for college. He recommends a combined approach. He is available for help with wording.

Senator Taylor asked if the University System know the number or freshmen students that need remedial help.

Dr. Hillman said a conservative estimate of 23 – 27% need remedial work.

Senator Taylor asked what subjects?

Dr. Hillman said math and English/language arts (reading).

Senator Flakoll asked how North Dakota compared to other states in the need for remedial work.

Dr. Hillman said this is what we hope to get out of the new administrative system you have heard so much about. They did hand calculate this sort of thing a few years ago, they did not see much difference between North Dakota and other states.

Senator Flakoll asked about providing the school districts with that kind of feed back.

Dr. Hillman said excellent question. The two pivotal issues related to systemic improvement are linked to the data system and the alignment of expectations. Aligning high school graduation with college entrance is one but the data sharing is also important. They are involved with HB 1027 and with the governor's office and other agencies, they are hoping to get North Dakota started on a longitudinal data system. It would follow a student from pre school through graduate school so they can provide feedback for the purposes of managing the system. That is not in place. They struggle to get information back to high schools. They contracted with ACT about 4 years ago to provide a feedback report to high schools that listed a student's high school GPA, ACT score and college GPA after one year in the University System. They got very little feedback from the high schools. They did not think it was worth their investment.

Senator Gary Lee said section 3 compared to the first strategy, is the difference just in the dates of implementation?

Dr. Hillman said there is also a difference in units vs. years and the additional requirements in the bill, beyond the task force recommendations. He thinks we need to end up where the recommendations in the bill are but we need to bring everyone along. If we go too quickly we will screen students out.

Wayne Kutzer, Director of the Department of Career and Technology Education, testified in favor of the bill. (Written testimony attached)

June Herman, American Heart Association, testified in favor of the bill. (Written testimony attached)

John Pretzer, Superintendent at Scranton, testified in favor of the bill. He was originally against the bill but as he thought about it he thought maybe he should support it. As we approach 24 credit hours required, it could put them on a pretty level playing field with other schools across the state. We need to look at the high school student and their capabilities. If a high school student takes 6 classes per year and goes to school 4 years, that is 24 units. They take pride in their electives in Scranton, when do the kids fit that in? They have a large variety of students in high school. He has students who will not pass 4 math classes. P16 did a great job but he doesn't agree with all of their initiatives. He has 3 children, 1 in college and he always wonders why is she on break so often. 155 contact days is not enough. We need to make our entrance qualifications a little more rigorous. Maybe 100% of the students who come out of our high schools are not ready for college.. Maybe we need to determine who they are before we take the tuition from them.

Senator Bakke asked if he anticipates a high cost to add the additional coursework?

Mr. Pretzer said he would anticipate an increase he has not calculated how much. His main concern is the availability of these teachers and his ability to attract them to a rural school.

Senator Flakoll asked if JPA's could be a delivery option.

Mr. Pretzer said possibly but it is difficult to share personnel because the teacher needs to be there unless they have a block schedule.

Verle Reineke from Bismarck wanted to make a comment. He is concerned about writing skills. He has lived here 40 years. His experience with teaching high school and college is that

students have terrible writing skills. People need to be able to articulate. He doesn't know what needs to be done but he is concerned. Inability to speak and write clearly also indicates muddled thinking.

Chairman Freborg closed the hearing on SB 2309.

Senator Flakoll said 12 meetings at \$25,000 per meeting still makes him choke. He and Senator Gary Lee were on the P16 committee. Legislators were not paid to be there, they paid travel costs and food. It takes a lot of miles to get to \$1000. Maybe some of the money is going to the agencies to pay down some of the salary expense. He has no clue where the fiscal note is coming from. He assumes the meetings will be in the lower 48.

Senator Gary Lee said they include outside experts and facilitation.

Senator Flakoll said which they did the last time without taking proper protocol with respect to putting it out for bids.

Senator Flakoll asked if the cost per legislative day is quoted at being \$52,000? This cost is half of that.

Chairman Freborg asked how many people would be involved in the committee?

Senator Flakoll said less than P16 where attendance averaged about 27. He said 40 but that is a little high.

Senator Bakke asked how any consensus is reached with 40 people sitting around a table?

There is not a dollar amount in the bill; it's in the fiscal note.

Chairman Freborg said there is an unspecified cost in the bill, the fiscal note reflects that.

Senator Bakke asked if we can amend the fiscal note.

Chairman Freborg said we would have to change the bill.

Senator Flakoll said Greg Gallagher's staff, Department of Public Instruction and Higher Education could do this on their own without our blessing.

Chairman Freborg said if they don't get the money they will have to do it on their own, it will have to show up in a budget somewhere.

Senator Bakke said the bill calls for meeting once a year, the fiscal note says 12 meetings.

Senator Gary Lee said the joint board is already law, to pursue alignment, they would need to put a plan together and it will take more time.

Senator Flakoll said he wishes we had a better handle on the long term cost of this. The fiscal note doesn't tell us where we are at down the road, \$50 million or \$150 million.

Senator Bakke said she sensed they want to eliminate sections 2 and 3.

Chairman Freborg said if we don't address sections 2 and 3, does that say very much?

Senator Flakoll said if we gut that out and leave the other?

Chairman Freborg said that is what Greg Gallagher said was premature.

Senator Flakoll said his concern is they may be in the ready, aim, aim, aim, aim, oops mode again.

Chairman Freborg said he is wondering what we are really doing if we take them out, pursuing alignment, we have been hearing that for a long time.

Senator Bakke said Senator Gary Lee had a good suggestion, perhaps we leave 2 and 3 in and take off #4 at the bottom of page 1 and that leaves them with the responsibility of doing it. She doesn't want to undermine the P16.

Senator Gary Lee said if we would eliminate the underscored language in section 1, that would say this joint board has to do whatever we say in section 2 and 3. One of the concerns of P16 was, they had a date of 2012 to start this and that they used, for example, 4 years rather than 4 units of English so it wasn't just seat time. It probably gets rid of the fiscal note.

Chairman Freborg said the 2012 – 2013 school year.

Senator Gary Lee said yes, for subsection 1 in section 3. They have the dates correct. Also, on section 2, it changes the graduation requirements.

Chairman Freborg said the additional number of units required in section 2 would be at the students' discretion if we took out section 3?

Senator Flakoll asked if the school could ease them into that by having more rigorous requirements?

Chairman Freborg said some schools have higher requirements.

Senator Gary Lee said in terms of the Governor's Commission and working on adequacy, would they take on this kind of work in terms of defining curriculum?

Senator Flakoll said he hates to predict. There are two sides to adequacy: financial and base or core requirements.

Chairman Freborg said that would mean something like this in section 3 because we have requirements now. Evidently we have to get a little tougher in some areas to give them the opportunities, as in math and science.

Senator Flakoll said he said in the P16 meetings and he will say it again, under section 3 subsection 2, lies 28 – 29, where we have now upped the requirement in math from 3 to 4, we should say 3 math, 3 science and 1 science or math to give them a little bit of choice.

Chairman Freborg said as far away as that is, would there be problem taking out subsection 2. This will be revisited 2 or 3 times before we get to 2014.

Senator Bakke said a lot of colleges are changing their entrance requirements, many require 4 years of math and 4 years of science. This plays into those trends as well.

Chairman Freborg asked if there is a similar bill in the house. (Nancy Sand nodded that there is.)

Senator Flakoll said there is a similar bill on tracking he doesn't know if that will get any traction.

Senator Bakke asked if Senator Flakoll and Senator Gary Lee were on P16.

They said they were.

The committee discussed a house bill sponsored by Representative Kelsch that deals with academic tracks.

Senator Bakke asked if we want them to meet at a cost of \$300,000. Where are they meeting?

Senator Flakoll said what they are asking to do with the fiscal note is what they can do already, to discuss what has already been passed at a cost of \$1000 per member per meeting.

Senator Taylor said if we like some parts, we could correct the things didn't align with P16 , we could attach an appropriation less than the fiscal note and that would take care of it.

Chairman Freborg said one problem is the fiscal note says we are requiring that kind of a cost and that has to be done to implement this bill. We could line item the cost and limit the cost per meeting. Most people that would attend the meeting are from Bismarck. How can they possibly spend that much money?

Senator Gary Lee said if we, in section one, eliminate the underscored language, wouldn't that eliminate the fiscal note? They are creating a system in subsection 4 of section 1, if we took that out they already have the bodies . If we change units to years in section 3...

Chairman Freborg said he thinks it would.

Senator Gary Lee said the idea is something we should continue to move forward. He suggests we amend the bill by taking the underscored language out of section 1, in subsection 1 and subsection 4; in subsection 3, change the units to years. He is not sure what that means but it was referenced in most of the testimony we heard.

Senator Flakoll said as an example if you take physical education for one year that is not one unit, that may be a quarter unit.

Senator Taylor said another suggestion is on page 2 line 22 the and be replaced by or and the same change on page 3 line 7.

Senator Bakke said we may have to combine F and G into one line.

Chairman Freborg said he doesn't believe so.

Senator Flakoll said on page 1 line 16 we could change coordinating to pursuing alignment between...

Senator Gary Lee said he doesn't know the intent, it is an awful fine line they are trying to ride, leaving coordinating would allow them to do it without a hefty price tag.

Chairman Freborg asked what kind of answer he got when he asked about the high cost of the meetings?

Senator Flakoll said he indicated it was based on what they spent the last interim for the P16 committee. They had some federal funds that were available and we had to provide a match so every day there was a meeting, they had to detail how much it would cost to hire the members for that day. The public employees and legislators were the only ones who were not paid to be there.

Senator Gary Lee moved the amendment being prepared by the intern, seconded by Senator Taylor.

Senator Gary Lee said it is his intent to have a choice between foreign language or fine arts or career technology.

The motion passed 5 – 0.

Senator Flakoll moved a Do Pass As Amended and rerefer to appropriations if necessary on SB 2309, seconded by Senator Gary Lee.

The motion passed 5 – 0. Senator Gary Lee will carry the bill.

2007 SENATE STANDING COMMITTEE MINUTES

Bill/Resolution No. 2309

Senate Education Committee

Check here for Conference Committee

Hearing Date: March 19, 2007

Recorder Job Number: none

Committee Clerk Signature

Minutes:

While in the Senate Education Committee to discuss HB 1260, Tom Decker, Department of Public Instruction, distributed copies of Gary Gronberg's House testimony on SB 2309, dealing with adding members of the P16 task force to the North Dakota Commission on Education.

Mr. Decker had discussed this with the committee last week and thought they would be interested in the testimony. (Written testimony attached)

FISCAL NOTE

Requested by Legislative Council

04/23/2007

Amendment to: Engrossed
 SB 2309

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.*

	2005-2007 Biennium		2007-2009 Biennium		2009-2011 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$75,000	\$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.*

2005-2007 Biennium			2007-2009 Biennium			2009-2011 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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

This bill establishes high school graduation requirements effective 2008-09, 2009-10, and 2011-12. It requires the Department of Public Instruction work with schools to identify courses that meet requirements for graduation and that schools notify the department of local graduation requirements.

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.*

An estimated \$75,000 would be needed for holding three to four meetings of a statewide selected group to analyze course content, standards, and alignment.

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.*

None.

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.*

See 2B above.

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.*

None.

Name:	Gary Gronberg & Anita Decker	Agency:	Public Instruction
Phone Number:	328-1240 & 328-1718	Date Prepared:	04/23/2007

FISCAL NOTE
Requested by Legislative Council
04/13/2007

Amendment to: Engrossed
 SB 2309

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.*

	2005-2007 Biennium		2007-2009 Biennium		2009-2011 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$75,000	\$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.*

2005-2007 Biennium			2007-2009 Biennium			2009-2011 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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

This bill establishes high school graduation requirements effective 2008-2009. It also requires that the Department of Public Instruction work with school districts to identify courses that meet requirements for graduation and that schools notify the department of local graduation requirements.

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.*

An estimated \$75,000 would be needed for holding three to four meetings of a statewide selected group to analyze course content, standards, and alignment.

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.*

None.

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.*

See 2B above.

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.*

None.

Name:	Gary Gronberg & Anita Decker	Agency:	Public Instruction
Phone Number:	328-1240 & 328-1718	Date Prepared:	04/13/2007

FISCAL NOTE
 Requested by Legislative Council
 03/16/2007

Amendment to: Engrossed
 SB 2309

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.*

	2005-2007 Biennium		2007-2009 Biennium		2009-2011 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.*

2005-2007 Biennium			2007-2009 Biennium			2009-2011 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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

The bill increases the number of units required for high school graduation by one unit for 2009-10 and adds two additional units for 2011-12.

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.*

Costs associated would be minimal since these courses are currently required to be offered by schools in NDCC 15.1-21-02 and current staffing would be adequate in most school districts.

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.*

None.

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.*

See impact under 2A above.

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.*

None.

Name:	Gary Gronberg & Anita Decker	Agency:	Public Instruction
Phone Number:	328-1240 & 328-1718	Date Prepared:	03/16/2007

FISCAL NOTE
 Requested by Legislative Council
 02/01/2007

Amendment to: SB 2309

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.*

	2005-2007 Biennium		2007-2009 Biennium		2009-2011 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.*

2005-2007 Biennium			2007-2009 Biennium			2009-2011 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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

Section 1 increases the number of units required for high school graduation by one unit for 2009-10 and adds two additional units for 2011-12. Section 2 lists requirements that a student must successfully complete to graduate.

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.*

Costs under Section 1 would be minimal since these courses are currently required to be offered by schools in NDCC 15.1-21-02 and current staffing would be adequate in most school districts. There would be no additional costs under Section 2 until the 2011-13 biennium.

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.*

None.

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.*

See impact under 2A above.

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.*

None.

Name:	Gary Gronberg & Anita Decker	Agency:	Public Instruction
Phone Number:	328-1240 & 328-1718	Date Prepared:	02/02/2007

FISCAL NOTE
 Requested by Legislative Council
 01/18/2007

Bill/Resolution No.: SB 2309

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.*

	2005-2007 Biennium		2007-2009 Biennium		2009-2011 Biennium	
	General Fund	Other Funds	General Fund	Other Funds	General Fund	Other Funds
Revenues	\$0	\$0	\$0	\$0	\$0	\$0
Expenditures	\$0	\$0	\$300,000	\$0	\$0	\$0
Appropriations	\$0	\$0	\$300,000	\$0	\$0	\$0

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

2005-2007 Biennium			2007-2009 Biennium			2009-2011 Biennium		
Counties	Cities	School Districts	Counties	Cities	School Districts	Counties	Cities	School Districts
\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0

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

This bill provides for creating alignment between K-12 schools and colleges. Further it increases the number of units required for high school graduation and extends into the 2013-2015 biennium in defining high school courses required for graduation.

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.*

During the 2007-2009 biennium, aligning entrance and exit requirements across two separate educational systems will require a minimum of 12 meetings at approximately \$25,000 per meeting to bring requisite stakeholders together. Until the work of the alignment group is completed, it is extremely difficult to estimate costs for Section 3. Costs under Section 2 would be minimal since current staffing would be adequate in most school districts.

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.*

None.

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.*

Bringing the appropriate stakeholders together across the biennium will require up to 12 meetings. Each meeting will cost about \$25,000—including travel, lodging, meals, printing, outside experts, and facilitation.

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.*

Funding is from general fund moneys. This expenditure is neither in the Governor's budget nor in the budget of the Department of Public Instruction. It is currently a one-time expenditure.

Name:	Gary Gronberg & Anita Decker	Agency:	Public Instruction
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