2015 SENATE APPROPRIATIONS

SB 2013

2015 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

SB 2013
1/12/2015
Job # 21842

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Rose Laning

Explanation or reason for introduction of bill/resolution:

This section of the bill pertains to North Dakota Vision Services - School for the Blind

Minutes:

Vision Services Tab in Attachment 2.
Testimony attachments 1 & 2.

Legislative Council - Sheila Sandness
OMB - Tammy Dolan

The hearing for the Department of Public Instruction continued with Vision Services.

Paul Olson, Superintendent of North Dakota Visions Services/School for the Blind (NDVS/SB): He shared the mission, vision and programs and services of NDVS/SB. He introduced Tami Purcell, Business manager. (Reading from Attachment #2 - Visions Services tab.)

In 2014 - very happy and want to express gratitude for the renovation program (see Appendix B)

Senator Mathern: Is residential education still being provided by all the states and is that going to continue - or has it changed dramatically?

Paul Olson: About 13% of students who are visually impaired are enrolled in programs that are residential. Some are dual programs like the Utah School for the Deaf and Blind, or Florida or Montana. I'm not sure what the numbers are for deaf education but it's 13% for students with visual impairment. Twenty years ago, there was some very well thought work put into a full range of services that students need. There will continue to be a need for residential programming for some students. When we made a major change in the mid-90s of the majority of our students who had other disabilities, there were relatively few that were academic. Sometimes our sister school, in our SD school, they have a high number of their students who are there who have both a high need for specialized instruction with vision and have other health related and physical disabilities. We would certainly say that's a high cost program, but I think supporters of that would say those students are getting all the services that they would need.

There are students that are college bound and would seem to benefit from more intensive instruction especially in the area of technology and often times be provided easily in the public school.

Senator Robinson complimented the staff for their outreach. Are we continuing to experience a growth in the number of seniors that you're serving?

Paul Olson: Yes, and ND is not growing old as fast as it has. We still have a growing older population. The nursing home population has 25% that are considered visually impaired. For people 65 and older, the chances of acquiring macular degeneration are quite high. Perhaps one or two out of every 10 people will experience a mild form of macular degeneration which will result in not being able to drive any longer. Statistics show that those in North Dakota who are visually impaired is around 14,000 - of which four thousand are severely visually impaired. The Division of Vocational Rehabilitation serve about 1000 people a year who are visually impaired. It's promoting what is available for the older population and it does not have to be expensive or intensive instruction. We would like to also come alongside voc-rehab to do a better job serving that population.

Take 10 minute break.

Tami Purcell, Business Manager for Vision Services: Presenting the Executive Budget (Page 5 in Vision Services tab)

Their third optional request is for supporting a position in western ND and he wanted to re-clarify that the position would be $49,960.00.

Chairman Holmberg asked if there was central air in the building, in any of the wings or just window units?

Paul Olson: They have split units that rest out on the ground. For the second floor, there is a unit in the wall that allows individual office systems cool. We have 20 of those items so there are three of them that are aged and need to be replaced.

Tami Purcell said they do have central air in two of their wings and a south wing has a unit that will serve two offices. There are several units outside that would do that.

Chairman Holmberg: The portion that was upgraded this last session has air conditioning? (Answer yes.)

Senator Kilzer: On Option #3 where you mention $27,000 for this salary, is that for the biennium?

Paul Olson: It is. Again, we have a position that had a lower pay grade for what we call a division assistant, but could be compared to a para-professional in public schools or a teacher's aide, so the additional dollars do not seem to be real high, but we're able to use some existing salary dollars that we have already budgeted for.

Senator Kilzer: So there's probably a few other dollars from somewhere else over and above the $13,500/year for that individual.

Paul Olson: Yes, those dollars are to support additional office space. We do have an office here in Bismarck and should we need to increase the number of square feet and then there is the travel cost - which I would just say too in looking at increasing our operating. That has been one of the challenges is travel which has risen so significantly, but that would be part of those dollars that we're budgeting for as well.

Allen Peterson, Legislative Liaison, North Dakota Association of the Blind:
Testified in favor of SB 2013. (Attachment A)

Zelda Gebhard, Edgeley, ND, Co-Legislative Liaison, North Dakota Association of the Blind:
Testified in favor of SB 2013. (Attachment B)

Senator Heckaman: Mr. Olson, do you provide services to the Universities and schools in the state?

Paul Olson: Yes, we traditionally have a relationship with disability support services at a number of universities, most notably the University of North Dakota and NDSU and one occasion at Minot State. Recently we have several students that moved up into higher education in the Bismarck area. We consulted and that's primarily in the area of technology.

Senator Heckaman: Does your budget reflect that funding? Do the colleges reflect the money that is needed for that or does it go?

Paul Olson: I investigated that demand for us with a significant draw on our resources. We had a meeting with all of the disability support services and we continue to brainstorm because there are some issues of accessibility with new textbooks. Textbooks that come to a college student now, in mathematics for instance, could be available, but then they are asked to go online and do lab work on a website that is not accessible.

Larry Nybladh, Superintendent of Grand Forks Public Schools, Grand Forks, ND: He wanted to thank the committee for their efforts two years ago. The superintendent was appealed to for support of the remodel of the west wing of the School for the Blind in Grand Forks because it had not made the executive budget. I have to thank her for her leadership and I see that leadership continues for that school in her budget that's before you today.
From the work two years ago that lead to the $2.1M being appropriated for the re-model that it was really the actions of this committee and your chair that accomplished that. I want to publicly thank you for that prudent investment that you made in the School of the Blind that allowed the Grand Forks Public Schools to continue to be a tenant and to provide the lease payment. If you look at this biennium's budget, you'll notice that a lion's share of the School of the Blind's revenue comes from that lease payment.
The last time the state made an investment in that property was fifty-five years ago, so if this investment lasts for fifty-five years, that's a pretty good return on investment.

And two, that lease payment that the school district makes to the School of the Blind negates some of the requirement of appropriating dollars to operate that school. In terms of the west wing, the school district is so appreciative of the value that came from that product. It wasn't just a remodel. It was a complete gutting with all the systems; electrical, mechanical, the curtain walls, the windows, the air conditioning. Because of the remodel, our enrollment has stabilized and increased. One is the alternative high school which is Community High School. These kids would be likely dropped out of school if we didn't provide them that setting. I do believe, based on what we hear from our teachers and principal at that school, that remodeling is keeping kids in school because it's that attractive and that comfortable. It's not just the physical environment, but it's the reconfiguration of that space. For the first time, this alternative high school has a media center with computers and a collection of books. It also has a science lab which it never had before which allows for that 21st century online learning experience in the STEM fields. In addition, I think it was referenced that we now have a Head Start program for the first time in that facility because of the reconfiguration and that program serves some of the most needing students of recipients of other education there because that building includes high school students who may have children as well as adult learners that also have children. It includes our new Americans who are accessing naturalization training and driver's education and BLL training as well. It's a wonderful facility, has a huge return on investment and I just wanted to thank you publicly for your commitment to that project which allows this win/win relationship between Grand Forks Public Schools and the School for the Blind.

Chairman Holmberg asked if the school district provides the snow removal for the School for the Blind. You do the whole campus?

Larry Nybladh: Yes, it's in-kind contribution.

Chairman Holmberg closed the section on the School of the Blind of SB 2013.

2015 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

SB 2013 DPI
January 12, 2013 8:00 AM
Job # 21843

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Rose Laning

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction. This is an overview of the department.

Minutes: Attachments 1 - 2

Legislative Council - Sheila Sandness
OMB - Tammy Dolan

Chairman Holmberg called the committee to order on SB 2013. Roll Call was taken. All committee members were present.
Chairman Holmberg said this bill will be held for about a month until the policy bills that are in the education committee have been acted upon and recommended to this committee. There will be a time of public comment at the end of each section. The subcommittee will be **Senators Holmberg, Krebsbach**, and **Heckaman**.

Kirsten Baesler, State Superintendant, Department of Public Instruction: (attachment #1)

Chairman Holmberg asked about the optional requests saying that some agencies list their optional requests and talk about them and don't make it clear whether or not the request they are asking for is part of the executive recommendation or "in addition to" the executive recommendation. Are you asking for money over and above the executive recommendation?

Kirsten Baesler: The optional request for general dollars for salary increases is part of the executive request.

Stephanie Gullickson, Director of DPI's Fiscal Management: (Attachment #2)

(17:30) Chairman Holmberg: The number of the dollars that comes from the federal government goes directly to the school districts. (Answer - correct) On some occasions, the emergency commission is asked to increase your authority to accept money to give to the

school districts. They get the money. It's nothing that you have any say about. (Ans. Correct)

Stephanie Gullickson: The majority of our federal funding goes right to school districts.

(24:05) **Senator Heckaman**: How many open positions do you have?

Stephanie Gullickson: Currently we have 8.

Senator Mathern: The examples of difficulty in hiring or leaving, is this salary line going to solve the problems or is it still there?

Stephanie Gullickson: It would be a huge step in helping.

Senator Mathern: Is this enough for the kind of salaries you need?

Stephanie Gullickson: I don't know if we can ever pay what Bismarck Schools do. Bismarck Public Schools pay $109,000 for a position. It would take more money than this, but for us, this would be a very good first step at even trying to retain good staff.

Senator Robinson: You have 8 vacancies. How long have those positions been vacant? What is the tenure of the rest of the employees in the department - near retirement? Where are you at in that process, focusing on the retention of those you do have?

Stephanie Gullickson: I'd have to refer that to Human Services.

Chairman Holmberg: The Legislative Council is gathering that information from all agencies and we will get a printout which will go agency by agency for the open positions and length of vacancy.

Stephanie Gullickson: The Governor's Executive Budget for the salary package is very generous. We appreciate that. If that stands as it is, it will get us to 98%. We're also losing to other state agencies because they pay more than we do.

(continuing)

(32:55) **Chairman Holmberg**: In the list you present here, are there any additional flow thru grants programs that the department has introduced? We may have some amendments, but these are all current flow thru grants?

Stephanie Gullickson: That is correct. These are the ones we currently have.

(34:00) **Senator O'Connell**: On teachers support program, are there hiccups?

Stephanie Gullickson: I would defer those questions to Sherry Houdek. In your book, there is information in the narratives starting on page 7.

Senator Heckaman: On the un-used funds from the general fund, why were they un-used? Is it from the school funding formula? Or from other operations? If un-used, why weren't they?

Stephanie Gullickson: The State Aid Formula - There is no provision to redistribute those funds. It's a very small percentage of the state aid amount. The same for Rapid Enrollment Grants. The CPR Grants, Page 2, line 34, we did multiple outreaches to districts. It was a matching amount involved, and school districts did not request those grants.

Chairman Holmberg: The question of the money that was left in the grant line item for school districts, this legislature has gone back and forth over the years. Some years we've made provisions in the law so the money would be sent out. Then we come back the next time and find that the school districts spent their money on football helmets and everyone wrung their hands and asked why we sent the money out. We've flip-flopped quite a bit on that particular issue. Last session, we were much more specific regarding the amount of money that was going out to the school and the schools could budget for that.

Senator Bowman: This summer, I received a graph on education funding 1-12 from the Heritage Foundation The amount of money we're spending has gone up almost 200%. The amount of employees we're hiring has gone up 100%. The amount of students has gone up about 13% and our test scores are flat. Can someone explain to me how money is an investment in our kid's future if kids aren't learning any more than they did 20 or 30 years ago? I've been here 20 some years and keep hearing it's money, but we're not getting anything for the money we're spending.

Chairman Holmberg: It is a very good question and I'd like the Superintendent to answer it.

Kirsten Baesler: That is a valid question. The test scores may be flat as you indicate, but there are many other measures. First of all, from experience working with multiple school districts, it's a continuous cycle of improvement. They are constantly looking for ways to improve. We are at the highest graduation rate that we've ever seen in the history of our nation and state. Test scores may be flat, but we are graduating nearly 88% percent of our students. The graduation requirements are higher now than they ever were. I graduated in the mid-80s and was the first graduating class that was required to have four Englishes in order to graduate. Now all our students need four English and three math. Our measurements are increasing, so there are multiple measurements.

The other changes that are different. We have changing demographics in North Dakota. The number of ELL (English Language Learners) students - they're a very expensive sub group of students to educate. There are more demands on public education. Our IDEA in the early 70s required all of our students to be educated in the least restrictive environment. We have those kinds of costs that do increase the cost per student at all of our local school districts. There are multiple factors to consider and when you look at just a single factor like the ACT scores, it does give one side of the picture, but there are multiples. Basically, we're asking more of our students. We are increasing the amount of students that we are educating with special needs and those are high cost students. The Fargo school district has 879 students that are ELL students. I visited with West Fargo Superintendent and they have a student from a country in Africa, south of Ethiopia with a dialect that no one speaks.

They can't even hire an interpreter, so they need to call over to that nation in order to have an interpreter for that student. We have many more special needs - students that are highly disabled - physically disabled that are going through our public school system. Our students are accomplishing more and they're required to do more in order to graduate.

Senator O'Connell: The adult education - are we getting more people enrolled and how is that program working?

Kirsten Baesler: In the DPI testimony book, you'll see there are waiting lists for the adult education. Our GED test demands are going up. More students that initially drop out of high school realize that when they go into the working world, that they need to have either a GED or a high school diploma. It's harder to get a well paying job if they don't have that, so we have a lot of students that return. We also have families that are moving in from other states that are also seeing there are very few jobs in our great state that don't require a high school diploma at the very least. We have families moving in from other countries as well that are taking advantage of that GED program.

Senator O'Connell: In South Dakota, businesses are heavily involved in promoting and encouraging education. Are we seeing this?

Kirsten Baesler: We have examples of that public/private partnership that is going very well. We have probably the most specific example in the Fargo-Moorhead area. They are becoming very involved in that community public/private partnership. We're looking at ways to use that throughout the state. In a townhall meeting in Richardton, one thing brought up was how the influx of students from other states is putting a tax on our local schools. We struggle to see if that's a good thing or not, but in November, I've heard there are over 25,000 unfilled jobs in ND. There were 10,000 unfilled jobs in Fargo/Moorhead area alone. That's an all-time high for North Dakota. We only graduate right around 7,000 seniors each year. We are not graduating enough high school seniors in order to fill that job market, so we need to look at other ways to bring people in from the other states and areas in order to meet the demand of our economy in North Dakota.

Senator Heckaman: When we looked at budget, we didn't spend a lot of time on the line items and one was school lunches. I'm wondering if the department has considered looking into what it would take for the schools in the state of ND to fully fund Free and Reduced meals. Knowing that's tied into title funds and our title funds have been going down, the more students signed up for Free and Reduced Meals, the more title funding we get, however some parents are not taking that opportunity. If the state funded those programs fully, would there be an opportunity like in other states to see that increase and then an increase in our title funds.

Stephanie Gullickson: We had a request through Legislative Council to look at that. Right now USDA (Dept. of Agriculture) limits the amount a school district can charge (40 cents/lunch and 30 cents/breakfast). That's how much we'd want the state to kick in. So if we were to do this, then of course we'd have to go through and get numbers and include an inflationary percent for the number of kids we know are coming into the state. We can sure investigate that.

Chairman Holmberg: That would be helpful for the subcommittee to look at as an optional legislative adjustment.

Senator Heckaman: Is there any specifics on how much that would increase title funding?

Stephanie Gullickson: Title funding is based on the numbers added (inaudible). It's also based on Census poverty data. Because there are several things, I'm not certain that we can increase (inaudible) so as other states take more, we'd take less.

Senator Heckaman: I'd rather have the other information on free and reduced meals.

Senator Robinson: There's additional funding in surge bill for public education in the west. As a department, given the budget you have in front of you, do you track bills like the surge bill and the impact funding would have as it would complement what you are already budgeting for in SB2013?

Stephanie Gullickson: We do keep track of all those bills.

Senator Wanzek: In the one-time funding Rapid Enrollment grants - Is there any discussion on how we're going to deal with the schools that are still seeing some declining enrollment with our formula? They can't really cut expenses, but they are still faced with the same expenses and their funding doesn't go up.

Stephanie Gullickson: Jerry Coleman is here and should be deferred to him.

Chairman Holmberg: And this committee will be addressing that issue later after the policy committee has looked at the foundation aid program. That is a question that has been burning in the minds of a number of superintendents.

Jerry Coleman: There is a lot of background that needs to be covered before you know what direction you want to go. A new funding formula is trying to provide a base level of funding that is sufficient to get the job done. It's based on prior statistics and how that impacts because you have the rapid and declining enrollment. There are bills that will get debates.

Senator Heckaman: I'd like to direct my question to Valerie Fischer. In last session, we provided an opportunity for schools to work on suicide prevention over the internet on the computer. How is that going or has it been implemented?

Valerie Fischer: Yes, pursuant to the last legislative session, there was a requirement for every school district to offer staff 2 hours every other year for professional development in the areas of suicide, warning signs, symptoms, and treatment and referral information. That has gone very well. We've helped districts coordinate training with the Health Department and Human Services. We are seeking to amend that to include the area of mental health. There is no reporting requirement on that so we do not know what specific topics or how often they hold the trainings, but we do know that they're being offered.

Senator Heckaman: So would there be an opportunity to do reporting with that? On sleds or on something to report the number of students and staff that have been trained.

Valerie Fischer: Without looking behind me at Steve Snow, I'd like to think we could accommodate through the STARS reporting system or through the accreditation process, but I would defer to one of my colleagues.

With no further questions, **Chairman Holmberg** closed the hearing.

2015 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

SB 2013
1/12/2015
Job # 21844

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Rose Laning

Explanation or reason for introduction of bill/resolution:

This section of the bill pertains to the School for the Deaf.

Minutes: Attachment A - School of the Deaf brochures

Legislative Council - Sheila Sandness
OMB - Tammy Dolan
The hearing on the Department of Public Instruction continued with the School for the Deaf.

Connie Hovendick, Superintendent of the North Dakota School for the Dear/Resources Center for the Deaf and Hard of Hearing (NDSD/RCDHH)
Reading from testimony under ND School for the Deaf Tab from Attachment #2.

Senator Robinson clarified that she served on the Special Review Committee. What's your background? With the final report of that committee, was the year-long effort valuable? Was it a roadmap that you can follow? And what's the status of the Trades Building?

Connie Hovendick: I'm a special education teacher. I taught students that were emotionally disturbed, was a special ed program coordinator and then a special ed director for a number of years. I've worked with the School for the Deaf in a different capacity. I have a background in disabilities, but not specifically with the deaf.
I'm retired, but started in the middle of August. I found the task force to be helpful. I learned a lot about the school. We did a lot of research of what's happening to deaf education nationally, what's happening in other school. I'm not sure of the status between when it ended and when I came on, but I don't believe it was actually put into place exactly as it was. We are making good use of the services that we have and making sure there were services across the state.

The Trades building is still there and has not been renovated. We did not get the funding for it. It's kind of being used as a museum with a lot of our history there. They're renting out one floor for other classes, but we are not using it as part of the school.

Senator Robinson commended the school for their aggressive efforts to rent excess facilities and square footage. He encouraged anyone to stop and visit sometime because it's an impressive facility and dedicated staff. There continues to be a need for a residential campus.

Connie Hovendick: Looking at the statistics, Appendix C tells how many students are in the residential. We did 50 more evaluations than last biennium and there's still six months to go. The last biennium we served 877. This biennium, we've already been out and worked with 2084. Some might be repeats, but directly we have over 400 adults that we are working with.

Senator Robinson clarified that they no longer utilize flights to take students home on weekends and Connie said they have three bus/van routes. One goes to Minot, one to Grand Forks &Fargo and one that goes to Bismarck.

Senator Sorvaag asked how they reach out to the adult population to get the message out that you are available.

Connie Hovendick: They've been doing presentations to senior centers, Kiawanas, any organization that will have them. Every time they get referrals.

Michael Loff, Business Manager for the School of the Deaf: (continuing with testimony-page 5, going over the budget)

Chairman Holmberg asked if the teachers were under PERS or TFFR? (Ans.: TFFR)

Senator Bowman asked about the price for the skid steer tractor and whether they trade vehicles.

Michael Loff: We trade in older vehicles. We price them out and want a number that's workable for us. I don't know if we'll have a Bobcat or John Deere but something that's workable for us.

(continuing on the Carl F. Smith Building, page 6)

Chairman Holmberg said if the subcommittee has questions, they will try to contact them by telephone for more information.

Connie gave the conclusion.

Chairman Holmberg closed the section of SB 2013 on the School of the Deaf.

2015 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

SB 2013
1/12/2015
Job # 21845

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Rose Laning

Explanation or reason for introduction of bill/resolution:

This section of the Department of Public Instruction pertains to the State Library.

Minutes:

ND State Library Tab in Attachment 2
Also Attachment A, B, C

Legislative Council - Sheila Sandness
OMB - Tammy Dolan

Chairman Holmberg reconvened the hearing on DPI. All committee members were present.
Mary Soucie, State Librarian, North Dakota State Library: Gave an overview of her department. Reading from the State Library Tab in Attachment 2.

Chairman Holmberg said the legislature found that when looking at libraries, the repurposing and changes that have occurred are dramatic. We re-did the Legislative Council library. We eliminated some materials that weren't accessed. They were available elsewhere. We also found that both the Law school and medical school had to rethink what a library would look like into the future compared to what they had traditionally.

Mary Soucie (continuing with Optional Requests)

Christine Kujawa, Library Director, Bismarck Veteran's Memorial Public Library:
Testified in favor of SB 2013. Attachment A

Senator Mathern asked about the social costs of operating a library in the city. Do you have any homeless coming to your library? Does it affect your operating costs and is there anything in this budget to assist?

Christine Kujawa: We do have some homeless people in our libraries. In Bismarck, we have a rule of conduct policy that we follow and as long as people are following our rules of conduct, they are welcome to use the library. If we have behavioral issues, we have a great relationship with the law enforcement and they quickly come if needed, but that rarely happens. Part of the services and programs that we're looking at to outreach with other

come in who helps people sign up for food assistance. We have people from the Missouri Valley Homeless Coalition/ Ruth Meiers who come in and set up a table. They try to help individuals who come up to them and ask them for it. We could do more and create more services and programs if we had the funding to do it, but we do with what we have.

Kelly Steckler, Legislative Chair for the ND Library Assoc. and also Director, Morton Mandan Public Library: Testified in favor of SB 2013. Attachment B

Senator Heckaman: What is your Mill Levy from County/City?

Kelly Steckler: We have a joint library and merged seven years ago. One third of our budget is from the county, and two-thirds from the city. We base that on our population. The city currently levies seven mills and the county three. They pay us on a contract.

Letters included from area libraries: Attachment C

Rita Ennen, Director, Dickinson Area Public Library
Allison Radermacher, Library-Media Director, Ellendale Public Library
Bonnie Krenz, Director, Griggs County Public Library
Julie Fischer, Librarian, Hankinson Public School District 8
Greta Guck, President, North Dakota Library Association and Director, Leach Public Library
Kate Hanlon, Mandan High School Library

Chairman Holmberg closed the State Library section of SB 2013.

2015 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

SB 2013
1/12/2015
Job # 21856

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Alice Delzer

Explanation or reason for introduction of bill/resolution:

A BILL for an ACT for an appropriation for the Department of Public Instruction (State Flow - Thru-grants)

Minutes: Testimony # 1 - 6

Chairman Holmberg called the committee back to order on SB 2013 at 2:00 pm on January 12, 2015. Sheila M. Sandness, Legislative Council and Tammy Dolan, OMB were present.

June Herman, Director Regional Heart Association: Testified regarding the CPR issue and provided Testimony Attached # 1, from the American Heart Association regarding funding for the CPR training in the schools. (placed in the Flow-thru tab)

Chairman Holmberg The other portions of our budget includes State flow-thru grants. There are no new grants that came from the department. You should have received testimony from Janet Welk. If there are questions Janet is here. There is no change in the stipend.

Janet Welk, Executive Director of the Education Standards and Practices Board testified in favor of SB 2013 and provided Testimony Attached # 2, Education Standards and Practices Board. Last session they did raise the stipend and we have plenty of dollars with the original appropriation. I want to say thank-you. (placed in the Flow-Thru tab)

Chairman Holmberg: This money does not stay in the Dept. but goes to the agency.

Laurie Stenehjem, Coordinator of the North Dakota Teacher Support System: testified in favor of SB 2013 and provided Testimony Attached # 3 regarding Teacher Support System. (14.16) (placed in the Flow-thru tab)

Senator O'Connell asked to be brought up to date on Pathfinders. She could not provide that information.

Senator Mathern: The WISH foundation gave money to NDSU and Valley City, are there any differences between those graduates and the graduates of the other universities that don't have those resources?

Ms. Stenehjem: They do their mentoring through our program. We provide the mentoring part of their grant. They do some things with their graduates right after they graduate, but their mentors on the ND side are through us.

Senator Mathern: Are the teachers that graduate from those two programs any different in terms of outcome and their students' performance than the other teacher's colleges? He was told she did not know the answer to that.

Senator Kilzer: (16.20) On page 5 of testimony,a couple of numbers got punched out; scholarships, how many, 46 and the other beginning teacher network grants, that is 7. Do you think that is an appropriate number?

Ms. Stenehjem: That is 5 of the 8 REA's that are using this particular program and two large districts do programs on their own. We only offer that to groups that have more than 5 first year teachers.

Chairman Holmberg: The subcommittee is myself, V. Chairman Krebsbach and Senator Heckaman. This bill won't come out for a long time because we have to wait for policy bills to get here. Any other of the pass-thru programs that want to make comments?

Deb Gebeke, NDSU Extension Service: Gearing up for Kindergarden - Chart Testimony Attached # 4 also her testimony is on pages 31-32 in the FlowThru State Tab in #1 Testimony. Explained what the program has accomplished. It is a parent involvement school readiness program with the Extension Service. The program works, there is a difference between the families that participate and those who do not. We try to assess student progress. The rate, 75% of every family that participates completes the program in 8 of the 10 sessions. Early Education Programs, both parents participate. It is interactive. The overall rating 86% indicated it was very useful. The program has shown to be effective. We are at a point we have done enough of evaluation, to conclude the dollars saved. The average cost is about $350.00 per program, but if you were to have a student meeting regarding the reading program, there is a savings. We do feel comfortable there are cost savings with kids that are 4 years old and their parents. There is a ½ time administrator, takes about 2 years to get the program working. The only thing we are getting questions about is the amount of dollar amounts we have to fund with. We currently in the 2013-14 year offered 57 school districts 95 sessions that impacted 1,081 children and their families with the dollars we had available. We have used way over our half-way mark because of the interest. That meant we had fewer dollars for this year to offer the program, that means we might be able to offer about 60 sessions with 800 students and we have approximately 50 school districts. The dollar amount in the governor's budget would keep us at status quo and we certainly are happy about the families that do participate but it would not allow us to increase. (24.00) (Chart placed in the Flo-thru tab)

Senator Mathern: What do you do when you meet the end of the dollars?

Ms. Gebeke: We put the word out last year, based on population, they knew from the start, so many dollars going out. Many of the districts have offered to do part or all the funding.

Senator Mathern: Suggested that the schools with the least resources can't get this. He was told that is correct. He then stated that we ought to have a system that really funds this or at least funding where there is the greatest need.

Ms. Gebeke: Research tells us that every family benefits from this program coming into kindergarten.

Senator Erbele: As far as your assessments, when you track these kids, how far do you tract them to see what the benefit of the program is? Up to 3rd grade? How far would you like to track them?

Ms. Gebeke: Our most recent study we did, 4 to 6 months after starting kindergarten. We don't have funds to do further research and evaluation. We would like to track them through the 4th grade reading level. He asked if she knew what that would cost and she stated no, she would have do to some real work on that one.

Senator Erbele: (28.31) Will SB 2151, The $6M Commerce grant to preschool, does that enhance your program?

Ms. Gebeke: In the definition that DPI uses with that Pre-K programing, it talks about 4 years old, if a community comes forward and requests that, I would assume this program would qualify for that. We have had discussions with Superintendent Beasler to try to stay on top of it and see how the two would mesh. (29.29)

Senator Wanzek: asked if the parents have to come. He was told yes, if a parent cannot come sometimes a guardian, grandparent or care giver comes. There is always an interested adult with the child. (30.36)

Chairman Holmberg: asked if there are others that may want to testify.

Senator Carlisle: on the Junior Achievement Program, I have an amendment regarding this program, and a young lady is here to testify, but I will hand out Testimony Attached # 5. Proposed Amendments #15.8146.01001 to SB 2013.

Sally Paulson: Coordinator Junior Achievement Program provided Testimony Attached # 6 Junior Achievement Overview which explains the program and a request for funding for the Junior Achievement Program.

Chairman Holmberg: Did you consider putting in a Bill for this that would have gone through the policy committee? He was told no, she hadn't considered that. He then stated it's a question because if we came out on the floor with this money there could be someone from the policy committee saying, "we had no opportunity to determine where this fits in".

Senator Heckaman: (38.52) How are you involved with the school systems doing this because I remember when we passed the requirement that the schools have a finance

class and it was assumed at that time it would be taught by teachers in the classroom and that we would not be supplanting the school with other funds. Tell me how this got started in the direction that you're going, and my second question is - How many minutes do you do this, what classrooms do you do it, do you have a classroom teacher in there at the time, I just have so many questions. I am looking at Chairman Holmberg. Maybe this should go through some policy here, I am not sure.

Ms. Paulson: This program was started in our community in 1991, the 6 classrooms and at that point Governor Ed Schaefer did volunteer**.** This was always in place. The program itself has been around since 1919, so it is the world's oldest and largest fastest growing educational initiative. As far as how it came to be hand and hand with personal finance, it was already in place. So when that came about through the Legislature, the policy that came through, there was a list of resources on the back side of that, of which Junior Achievement was one of the resources available. I worked about 1 ½ years with the Bismarck public schools curriculum director to make sure that what the state was asking the schools to do and how Junior Achievement would fit those details and they just came together perfectly. We have not been able to do that with the Mandan public schools, we were in 9th grade, we now touch all 8th grade students in Bismarck public schools. All 8th grade students get 5 lessons with the exception of the upper high school and the 6th grade program there are 5 lessons. Those volunteers go in one time a week for an hour. The volunteers work with the teachers to work that schedule out. It's a flexible program but there are 5 lessons.

Chairman Holmberg: I think the process would be most appropriate is that Senator Carlisle has agreed to propose this as a Bill so it could go through the Education Committee so they can flush out some of the questions. We still have the time.

V.Chairman Bowman: I was impressed by the business part of this and what it's doing in the classroom. Why hasn't this been with the board of Higher Education, and taught? If the results are that good, we need to get this into a curriculum some place so that teachers are teachers and they can include that in part of their lesson plans. That would have been a nice class to take when I was in college.

Ms. Paulson: That was attempted several years ago in the Fargo school system. They gave it to the teachers to teach. It didn't work well, first of all the teachers had so many things on their plate; it was another thing we were asking them to do. Second of all the experience of having someone come into the classroom from a different career field, for example our 4th grade curriculum deals with human and natural resources so we try to bring people in that are maybe in the energy field and oil so they can talk from experience. When I was in 4th grade I don't remember the Math or English, but I do remember when I went to the fire station, I can tell you exactly what I learned, so the experience of bringing in a volunteer to do this has a larger impact on the students than rather have the teachers do it. . The teachers never leave the classroom. They are truly partners with the volunteers.

Chairman Holmberg: We will continue this discussion when the Bill comes out and thank you very much. We won't be passing this bill out until those policy bills have worked their way through the Education Committee. The hearing was closed on SB 2013

2015 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

DrSB 2013
1/13/2015
Job # 21898

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Alice Delzer

Explanation or reason for introduction of bill/resolution:

A BILL for an ACT to defray the expenses of the Department of Public Instruction (Flow-thru Grants)

Minutes: Testimony # 1 -8

Chairman Holmberg called the committee to order on Tuesday, January 13, 2015 at 8:30 am. Roll Call was taken. All committee members were present except Senator Wanzek, who was excused. Sheila M. Sandness, Legislative Council and Becky Deichert, OMB were present.

Chairman Holmberg welcomed everyone back for the hearing and we will continue today going through the flow-thru grants and any other testimony and then the subcommittee will take over from that point. On page 28, you have a listing

Jon Martinson, Executive Director ND School Board Association: testified in favor of SB 2013 and presented Testimony Attached # 1- Pass Through Grant- regarding funding for study tours as professional development opportunities.

Lynette Bugan, Education Services Manager at Prairie Public representing the North Central Council for School Television (NCCST) testified in favor of SB 2013 and presented Testimony Attached # 2 - requesting continued funding for Prairie Public in the classroom.

Dr. Jim Stenehjem, Director, ND Leadership & Educational Administration Development (ND LEAD) testified in favor of SB 2013 and Testimony Attached # 3 - examples of the work LEAD does and requesting funding for the program. I will be glad to answer any questions and I appreciate the support you have given us through the years.

Senator Gary Lee: You indicated involvement with the REA's. Do you contract them to provide services; you said you were working with two, which two are those?

Dr. Stenehjem: Not right now. The Principle Leadership Series that I'm working with is both the MREC and the RESP in the Dickinson and Mandan areas. I am working with those

two on projects that are on-going through- out the year. We have also worked with many of the others on a contract when they come in and we do a workshop for them. (10.19)

Chairman Holmberg stated the people from ND Museum of Art could not be here but he presented Testimony Attached # 4 a written statement detailing the ND Museum of Art's Rural School Initiative prepared by Matthew Wallace and the Associate Director of the Museum. I visited with the Highway Department too. Two years ago the university decided that even though the Liberal Arts Program, which is the subject of the State Funding, is a state funded program that's been around for quite a few years; the university decided that they no longer were qualified to use the state fleet to move their stuff around and they went to the Highway Department and technically, they were not. So they had to rent u-hauls to move their stuff around rather than utilize the state fleet. I will be proposing to the subcommittee an amendment to the state fleet law, which mirrors and parallels what the Peace Garden has. Many years ago the Peace Garden had the same problem because they are not technically a state agency, even though they are funded, there was an exemption made for state fleet that they could use the state fleet for state business, of course. This amendment that would go on here would say that also the ND Museum of Arts, which is a state museum, but located on the campus of the university. (12.04)

Jennifer Carlson, President of the Teacher Center Network and also the Director of the Lake Region Teacher Center in Devils Lake testified in favor of SB 2013 and requested additional funds coming from the General Fund. Teacher Centers have been around for about 40 years and they provide professional development in instructional resources to teachers in their regions that they serve. Her testimony is found on page 35-36 - under the Flow-Thru State Grants tab. There are 9 Teacher Centers in the state and they partner with regional education associations very heavily right now. They also partner with the colleges and universities in the state as well as ND Game & Fish Department and the ND Forest Service. Senator Robinson serves as one of our advisor board committee members and we appreciate that he is there, and in the attached brochure Testimony # 1 on page 35-36 you will find information regarding the Teacher Center Network. (14.32)

Senator Mathern: Are the teacher center network entities private entities? Who handles the money? Who writes the checks for the staff?

Ms.Carlson: They are served by the advisory board made up of teachers and administrators. The board handles the money. From my area I have a group of teachers and administrators that serve as that group and approve spending and budgets. In my area Devils Lake serves as the fiscal school.

Senator Mathern: One of the schools in the area serves as the fiscal. He was told yes.

Senator Gary Lee: You partner with some of these groups, is there a fee that you charge to these groups to provide what you are offering so there is a revenue back to this group? He was told yes and he asked what happens to that money.

Ms. Carlson: In my area we do not charge a membership fee because our schools in the Teacher Center align with the REA. In some other areas they do and that is used for resources, to supplement a salary for a director or office help.

Senator Gary Lee: You have a budget outside of the $414 that you are asking for here.. so there is additional dollars that come in to the Teacher Center Network?

Ms. Carlson: The network itself does a newsletter and that pays for our network. We also used this to supplement Centers if we feel the need for different resources. Right now we are working on an initiative to bring giant maps to the state, so each Teacher Center will have a giant map that they can share of the state. National Geographic does this program in the Minot area has been using that.

Chairman Holmberg: commented that the people from the Red River Writing Project are not here but their testimony is on page 37-38 in the Flow-Thru State Grants tab.

Ron Fischer, Northern Plains Writing Project: Testimony in the book on page 36. Has a couple handout which was not submitted to the clerk. We have a number of partnerships, partners with ND Council of Teachers in English, we go through the institute in July they come to that conference and present a session. We also have a partnership with the ND Reading Association. He continued to share the information found on page 36.(25.28)

Chairman Holmberg: Committee members, this is not just for English teachers, it's pretty intensive writing. Used to be in Grand Forks and now because of the demand they have done it in Fargo.

Mr. Fischer: They do the eastern side of the state and now we have such growth on the western side and we are not serving enough teachers. (25.28)

Cathy Haarstad, Executive Director of the Pathfinders Parent Project testified in favor of SB 2013, the pass-thru funding. Testimony Attached # 5. Also testimony found on page 36 and 37 in the Flow-thru state grant funds tab. (29.09)

Senator O'Connell: How much federal money is in there and how much grant money?

Ms. Haarstad: We received $298, $427 in federal funding from the US Department of Education and only for a cycle. We are just completing the last of a four year cycle and we have an opportunity to bid competitively on a new 5 year cycle coming up starting October 1, 2015. In addition we occasionally get grants and contracts from other entities to do work, although we have to balance that, because if we take on too much of that it takes away from the core mission.

Senator O'Connell: How many locations do you have? He was told their corporate office as a non-profit is in Minot, and staff that work out of their homes in Bismarck as well as in Dickinson and Grand Forks. The person in Grand Forks is part-time.

Chairman Holmberg the red river project - no one there. But testimony in book page #37. He presented We the People Program Testimony Attached # 6 that will be furnished to the Committee members. They're the ones who work with high schools around the state, they do a state competition, this year it's in January on US government and how democracy works. Several years ago, the federal government used to bring state winners of the

competition to DC for an intensive competition on knowledge of the constitution and government but that was an earmark that was forbidden so they do not go to Washington now, but they have a state competition, held in Bismarck in January.

Barry Striegel Director of ND Youth Entrepreneurship Education Program Testimony Attached # 7 and also in the book on page 39. My job is to cultivate entrepreneurship with kids from 9 to 13 year olds and we do this in a week long summer camp where the kids open their own town. During that whole week this is very hands on, they learn to run their own town and their own businesses. I believe we are going to come back to Minot, we will pursue a 2015 camp. His testimony includes a sample of a survey they send out to past attendees of the camps. The program's growth has platued, because I need an assistant, I have 9 sites around ND, asking for part-time secretary or assistant, I take this mission very seriously. The kids put the camp programs into practice. I don't know if you know how much this means to me. The last thing I want to point out entrepreneurship is natural. At our summer camp the kids own their town and business. (42.06)

V.Chairman Bowman made comments that kids try to do business, like sell lemonade, and then the city comes and shuts them down; this is the beginning of that.

Mr. Striegel: What they're learning in a situation like that sometimes government can get in the way. We have a very simple form of city government. I want them to understand that entrepreneurship rises from the environment from which they grow.

V.Chairman Bowman: There is a conflict what you are trying to and what some government official trying to do, and they should be coordinating together.

Mr. Striegel: I teach democracy, we the people, when they see that situation in their own community, and when the city council gets in the way, they know how to make a motion they can get things changed. (44.42)

Senator Carlisle: How is this program different from Junior Achievement?

Stephanie Gullickson, Fiscal Director, DPI: It seems this is a different age group. Someone from the Chamber of Commerce would be your resource person for that program.

Mr. Striegel: The biggest difference between my program and Junior Achievement, Junior Achievement is class room based, my program in hands on only. I do partner in many communities with the Junior Achievement programs. They see my program as the next level to put into practice what they learn in the classroom.

Chairman Holmberg We also had a request for another program from a House member; we only do money, not policy, this has to do with resource officers in schools. It was suggested that he go to the policy committee, and that might go to the House.

Robert Tollefson, Executive Director For ND Small Organized Schools testified in favor of SB 2013 and provided Testimony Attached # 8 expressing an appreciation for their support and consideration for increasing the level of appropriations for transportation. We

would be amiss if we would not try to address this area. We try to address our needs as superintendents and we believe that transportation has to be treated as an integral part in the education process. He went through the charts which reflect the costs of transportation on the last two pages of his testimony. We will be willing to assist in any way in trying to meet those obligations on a long term basis. (57.50)

Senator O'Connell: What is the daily fee for riding?

Mr. Tollefson: The large bus encompasses 15 passengers or more, $1.13 a mile. He couldn't remember smaller buses.

Senator O'Connell: There has been a payment per rider fee to get on the bus.

Mr. Tollefson: There is rider fee whether you're rural or in city transportation. There is a provision for family transportation which allows, in my case to give you an example, I did work with a family and do family transportation in the district I serve. We saved 40 miles on there, we cut a bus route, which saved the district and state money.

Senator O'Connell: That is only one way for family transportation.

Mr. Tollefson: Yes. What they pay is 42 cents a mile and that doesn't include the first two miles. So if they live 20 miles from home, they pay you on 18.

Senator Heckaman: What is it costing the schools out of their budget if the state isn't picking up enough funding?

Mr. Tollefson: It varies on the school that the expenditure for each district is a little bit different. What my cost for transportation might be a little different from someone elses. It varies on if you go by the percentages, you can say as a state, it's going to be 57% of what the cost would be. For some districts it may be more or less. There are some districts that do charge, they are allowed to.

Senator Heckaman: Where did I get the idea that transportation was a wash? Did it used to be where transportation was totally funded by the state? She was told it was never that way.

Chairman Holmberg asked if anyone else wishes to testify on the budget for the Department of Public Instruction, SB 2013? If not, we will close the hearing on 2013. We the People testimony was submitted after hearing but placed in order as #6 testimony.

2015 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

SB 2013
1/27/2015
Job # 22670

☒ Subcommittee
☐ Conference Committee

Committee Clerk Signature Rose Laning

Explanation or reason for introduction of bill/resolution:

This is a sub-committee hearing on the Department of Public Instruction and discussion centered on the State Library, School of the Deaf, School of the Blind - Vision Services and school lunches.

Minutes: Attachment 1 - 4

Legislative Council - Sheila Sandness
OMB - Tammy Dolan

Senator Holmberg called the sub-committee to order on SB 2013. **Senator Krebsbach** and **Senator Heckaman** were also present.
Kirsten Baesler, Stephanie Gullickson and Bob Marthaller from DPI were present.

Chairman Holmberg starting with the State Library

Sheila Sandness - introduced a worksheet that Legislative Council adopted because of the base level reporting. The first amendment on every appropriation bill in the first chamber will include whatever executive recommendations you choose to include. Go through each one of the items and either make a motion to accept the Executive Recommendation and then make changes after that or you can make a motion on each item separately. Then the Senate amendment will be the second column.

STATE LIBRARY - Base Level funding Changes - Attachment 1

Chairman Holmberg discussed salary options and asked if there were any changes that they'd like to see.
None of the committee members had any problems with the recommendation.

NO MAJOR CHANGES IN STATE LIBRARY

School for the Deaf: Base level funding changes - Attachment 2.

Chairman Holmberg: the first 5 items all remain the same.

Senator Heckaman would like to see the renovations being needed - for the Smith building and the boiler replacement.

Chairman Holmberg: The boiler IS in the budget?

They discussed the renovations saying it's a 3 phase multi-year project.

Tammy Dolan: The $600,000 is for special funds. In their testimony, it talks about $300,000 going to replace a 2nd boiler. Phase 1 may include replacing the 1st boiler.

Senator Heckaman: On top of 2nd page, we need to look at the $192,000.

Sheila Sandness: They had money in their base budget. The $65,000 is the increase over the base budget.

Chairman Holmberg which funds the total $192? (Answer - Correct)

Senator Heckaman would like to see the Higher Education Interpreter Grant program.

Chairman Holmberg: Do the colleges have money that is used to supplement this?

Tammy Dolan: There's not any specific money set aside for this, but my guess is that they do use some of their funds for that.

NO MAJOR CHANGES FOR SCHOOL OF THE DEAF

School for the Blind - Base Level Funding Changes - Attachment 3.

The committee discussed FTEs.

Tammy Dolan said there was a request for an FTE for that western resource person. When we were working with the agency, we found they had a vacant position that could be re-purposed and directed to the western area. Rather than add an FTE, we included some funding to increase the pay for that position to be the level where it needed to be.

Chairman Holmberg asked if this was the person Allen Peterson (NDAB) requested. He also said there is some remodeling money here.

Chairman Holmberg asked the committee if they had any questions on vision services because they appear to be well run.

NO MAJOR CHANGES FOR SCHOOL FOR THE BLIND - VISION SERVICES
Sheila Sandness: Handed out **SB 2013 - Base Level Funding Changes** - Attachment 4.

The committee discussed the Pass-through-grants and also Governor's School and asked for more information.

Kirsten Baesler: They have a new director and he didn't ask for any more money. I've been a guest at the Governor's School - about 60 students.

Chairman Holmberg discussed June Herman talking about CPR and she presented an amendment saying she wanted carryover authority and money could also go to middle schools.

Sheila Sandness directed them to go back to base level funding sheet on DPI. When we calculated the base budget, we did not remove the CPR grants because it didn't say that it was one-time funding. There would not need to be carryover because the money would be in their base budget.

Senator Heckaman plans on drafting an amendment that would help fund breakfast and lunch for the children who qualify for reduced meals. When the children and families apply and qualify for the funding, it helps the school in the Title 1 funding that they get. If you supply the program, more families will sign up and that generates more Title 1 funds.

Chairman Holmberg commented that if the reduced becomes subsidized and free, there might be more people taking advantage of it or what were Kirsten's thoughts.

Kirsten Baesler said there are other states that have a similar provision for their students and are saying that you will see an increase. We would use the other state's experiences as a percentage of increase to guide their estimate.

Chairman Holmberg said that this is one of the items that is on their list of changes. He also asked if there were states that have withdrawn from the federal food program. He referenced the superintendent's breakfast and the discussion centering around the hot lunch program.

Senator Heckaman said they had the same conversation but the superintendents were concerned more with the regulations than the money. If we withdrew from the federal food program, she wanted to know if we'd lose all federal dollars for the food program.

Kirsten Baesler: As we've gone thru other requests from Legislative Council as to participation in federal programs, our SNAP program was the largest dollar amount. It goes far beyond the K-12 schools. It's summer feeding programs, homeless programs, child-care, supplemental things, the commodities.

Senator Heckaman asked if it was a line item where they could take some things and not others. You have to take it all or none?

Kirsten Baesler: For the national school lunch program, the current school year is $19,221,256.

Stephanie Gullickson said she's not sure about opting out of federal program by line item because they get these funds in block grants. The block grant says it's inclusive of lunch, breakfast, snack, child-care is also in there, and so she'd have to investigate. The commodity value is in there as well and is all blocked in one big number.

Kirsten Baesler said she hasn't heard of any states removing themselves from the breakfast/lunch program.

Senator Heckaman: Why can't we put more state dollars into the programs and let the schools buy and allow them to feed the children that need it? The 100 pound seventh grader gets the same amount of chicken nuggets as the 280 pound football player. It's not adequate for the larger students and their nutritional needs. Could we support that ourselves?

Kirsten Baesler: State dollars would be a benefit to the districts that want to do that. I'm aware of several school districts that do use general fund dollars. It's a concern of their school and their school board has committed those extra dollars from general fund dollars.

Senator Heckaman asked if there were additional funds that could be provided.

Chairman Holmberg stated that there's nothing prohibitive in the foundation aid program if schools wanted to supplement their school lunch program.

Kirsten Baesler said that there are guidelines but wasn't aware of anything in the federal law that prohibited local school districts from supplementing.

Senator Heckaman asked what percentage of federal to state dollars that go into the hot lunch program.

Stephanie Gullickson: It's a matching requirement. It's a $1.80M per biennium that we have to match. We have to match the federal funds and they give us a flat dollar amount. It's typically around $600,000 a year so currently there's a million eighty in the budget that matches the $19M in federal funds that we get from USDA.

Discussed SB 2355 that was filed and it preserves and keeps in place the Education Standards and Practices Board, but moves the supervisory responsibilities to the Superintendent of Public Instruction.

Chairman Holmberg asked if that bill passes, are there implications that will affect SB 2013.

Kirsten Baesler said it depends on the intent of the legislature and if they move the ESPB budget FTEs into the Department of Public Instruction, there would probably be implications to merge those two bills.

Discussion the DPI budget -

Tammy Dolan: When all the budgets came in and they were reconciling the grants, there was an issue with the way the grants were entered. There was a duplication of funding in the general funds. We've gone through it with the agency and we're all in agreement that we can remove $597,475 from the general fund appropriation and switch that to federal fund authority. That is what the amendment would do.

Chairman Holmberg: The Museum of Art will be added to the list of agencies that will get to use the motor pool. Right now they have to rent U-Hauls.

Senator Heckaman would like to see a change in the bill that would provide an ample lunch for students. She said we have the dollars and wants an amendment for the Free and Reduced meals to make those free. Asked if the department could look into other states and see how they run their program where they allowed students to have more or larger portions and see what kind of funding to expect for 112,000 to 114,000 students. Maybe focus on lunches right now.

Chairman Holmberg - Next time, look at page 28 and go thru the grants.

2015 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

SB 2013
2/6/2015
Job # 23383

☒ Subcommittee
☐ Conference Committee

Committee Clerk Signature	Doris E Berg

Explanation or reason for introduction of bill/resolution:
This is a subcommittee on the budget of the Department of Public Instruction.

Minutes: Attachment 1-3

Legislative Council - Sheila Sandness
OMB - Tammy Dolan

Senator Holmberg called the sub-committee to order on SB 2013. **Senator Krebsbach** and **Senator Heckaman** were also present.

Sheila Sandness handed out an updated SB 2013 Base Level Funding Changes - Attachment 1.

Chairman Holmberg asked if there are duplications in this bill that show up elsewhere. We won't be looking into the corpus for payments to schools at this stage.

Sheila Sandness the only childhood stuff I recall has to do with just grants for facilities.

Kirsten Baesler, State Superintendent, and Department of Public Instruction: There is some money in Commerce and in SB 2151 that has been referred to you.

Sheila Sandness the only changes from last time were to incorporate some of the items you asked for include: Look at 1st sheet, going down I added proposed changes in bold , above that is what is in the executive recommendation currently, The amendment that will be drafted will include any items you choose to include needs to include these.
Ongoing funding -
The CPR grants were removed.
Free breakfast & lunch - includes $30,000 for computer updates. (Total $1,072,000)

(**Senator Krebsbach** inaudible portion of recording 6:29-6:46)

Chairman Holmberg shared anecdote on growing up today vs in the past. (6:47-7:30) let's wait and see on those things we are not sure of.

Correction of funding source for grants - 1st page 2nd item

Increases funding for adult education - discussed appropriation amount.
Increases funding for Museum of Art - the money is currently in the budget as onetime shift it to ongoing
Increases funding for Global Bridges exchange program there was no increase in the governors recommendation.
That does it for the ongoing funding changes; we covered the onetime as well. (1:11-9:43)
In the very last page: proposed changes to section 2- <u>One-time funding -</u>
CPR grants - distribution for training in middle schools
North Dakota motor pool- amendment to allow the ND Museum of Art to use motor pool vehicles for official business
Section 4 is just a FYR for now, regarding state tuition fund - dependent on HB 1171 which has passed the House and reduces formula payments.

(**Senator Krebsbach** inaudible portion of recording 12:41-12:46)

Chairman Holmberg one of the points of discussion, it appears the House is removing all construction projects from their budgets. Then we'd consider removing the 2 items for the r School for the Blind and the School for the Deaf. (12:49-14:02)

Senator Krebsbach said Section 3 of the bill transferring money from the Strategic Investment and Improvements Fund; this would be loans not grants.

Senator Holmberg they took money out of SB 2031for this, what is the status?
Inaudible answer

Senator Heckaman - asked about Page 4 on Green sheet on **Estimated Turnback**, where is that money, what happens to it?

Kirsten Baesler: turnback dollars, from our (inaudible) formula, in 2031 there are 3 different provisions that will use some of it to advance education (18:00 -18:10)

Tammy Dolan explained turnback dollars (18:30-18:52)

Sheila Sandness It would be re-appropriated in their base budget for 2015-17 then it would be in their base budget

Senator Heckaman asked about the funding for safety issues, is that over and above this, in a different bill?

Kirsten Baesler: that is over and above, these were school districts that were looking for remodel projects that included safety, a lot of school districts did not meet requirements. There are requests for increased funding for Schools for Adult Education (24:00) handed out Attachment 2. There is a waiting list of students to for adult education and GEDs. Those are people who are locally employed. 3500 students were served page 2-3 attachment #2

Senator Heckaman: living in a rural community where they don't have an alternate high school. This would give adults in the community an opportunity to get their education in rural areas. Older kids need to be steered to the right center.

Kirsten Baesler: There has been a re-write of the GED exams, they are more challenging. It's application of skills, not only OCD. It is measuring the expectations of adult programs. It's not just the memorization, but the application. It what they can do with what they know.

Stephanie Gullickson: Handed out information on Governor's School that was previously requested. The program is roughly one month Attachment #3

Senator Heckaman asked if turnback money will go back to the general fund. Was told yes; asked if they need an amendment to work on Safe and Healthy schools. Was told there is enough in the bill.

2015 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

SB 2013
2/12/2015
Job # 23781 *(34:50)*

☒ Subcommittee
☐ Conference Committee

Committee Clerk Signature

Explanation or reason for introduction of bill/resolution:

This is a subcommittee hearing on the budget of the Department of Public Instruction.

Minutes: No Attachments

Legislative Council - Sheila Sandness
OMB - Becky Deichert

Chairman Holmberg called the education sub-committee to order on SB 2013. Senator Krebsbach and Senator Heckaman were also present.

Chairman Holmberg: We are going to look at three bills and see if we can come to a consensus on them: SB 2074, SB 2075, and SB 2087. We haven't done anything on SB 2087 yet. This bill is for the title funding to school district, to declare an emergency, etc. I don't see why we have to hold onto this for a long time. SB 2074 is for the scholarship eligibility. We will start with this one. The other day we had the $6M for pre-school and it will be fought on the floor. For those who were here, it was spirited discussion in committee and a lot of questions not to the prime sponsor but to Senator Poolman. That was SB 2151. Let's start with SB 2074.

(2:45) SB 2074
Senator Heckaman: It is ready to go the way it is. I don't think I am suggesting any amendments and neither is the University System.
Chairman Holmberg: We can do this by consensus because the vote will take place in the committee. We will place this on the board.

(4:30) SB 2075
Senator Heckaman: I just gave Council a suggested amendment that was discussed in here by Senator Lee. The University System agrees with it and it had been mentioned in the policy committee hearing, but no one made that change. The change would be to any scholarship under this section may be applied to a graduate program. It allows students 6 years to collect that scholarship, which they already have 6 years.
Chairman Holmberg: Let's put this bill up on the board. We may not get to it tomorrow, but I don't believe there is any controversy.

Senator Krebsbach: Let's go over the amendments again.
Senator Heckaman: This is the bill that allows especially the pharmacy at NDSU the 3-2 opportunity where they were not able to use the last year of the North Dakota Scholarship for their graduate program. The day we heard this hearing, Senator Lee had the idea to take out the language and just say a scholarship under this section is "valid for 6 academic years and may be applied to a graduate program".
Chairman Holmberg: As soon as we have the amendment in proper form, we will take it to committee.

(7:35) SB 2087
The Superintendent of Public Instruction is seeking state funding for school districts to offset the federal funding reduction in the Title I, Part A program due to the Balanced Budget and Emergency Deficit Control Act (Budget Sequestration) for fiscal year 2013. North Dakota took a double hit on the federal Title I, Part A allocation. This program is weighted on the state's poverty numbers and ND's poverty amounts continue to decrease, this federal program took a reduction for the poverty factor in the Title I formula (3.5%) and for the budget sequester (5.2%) for a total of 8.7% decrease in funds from the previous fiscal year.

Senator Heckaman: Is there any opportunity for us to write in here that it can be used out of the turn back money from this last biennium?
Chairman Holmberg: This was contemplated to be one-time.
Senator Heckaman: Right.
Chairman Holmberg: What does the department think? There will be turn back money, perhaps $35M in the budget on turn back from the Department of Public Instruction. Right now it is out of the general fund which may cause some angst. Is there language that could allow it to be funded by anticipated turn back?

Kirsten Baesler, Superintendent of the Department of Public Instruction
Baesler: Similar language was added to SB 2031 for the AP course work. *(Didn't speak in microphone so was unable record what was said regarding turn back dollars)*

(11:30) **Senator Krebsbach:** Is this one where the federal dollars decline because of our sequestration?
Chairman Holmberg: Correct. This is specifically tied to sequestration. They have a list of impact.
Senator Heckaman: The corresponding section in SB 2031 is section 26 on page 53 of the bill. The language in there would probably be what Superintendent Baesler was referencing.
Chairman Holmberg: Contingency appropriation for AP and Early childhood.
Senator Krebsbach: so it's looking for $1,661,000 correct?
Chairman Holmberg: Correct. The $35M that is in OMB's anticipated turn back is not a holy relic. It's just what they estimated. That will change. There may be some agencies that don't turn as much back as they estimated. What we are saying here is that because of sequestration, there were school districts that lost anticipated money. They were short-changed. If there is consensus, we'll ask Sheila Sandness to have that amendment drafted. We will put this on the board.

(14:30) SB 2151

Chairman Holmberg: I believe this is the one where the budget had $6M in the Department of Commerce budget.

Baesler: Yes, The Governor's executive recommendation had $6M in the Department of Commerce budget for this purpose. I understand the House Appropriation's subcommittee has removed it from the Commerce budget.

Chairman Holmberg: We don't know if the concept will pass; however at the end of the day, it will not be double appropriated. The bill is pretty straight forward. This is the one which allows for a pre-school. It can be faith-based, public or even a YMCA. Remember it was not to pay for the entire program. It was just to pay up to $1000.

Senator Heckaman: I think it is $1500 if it is low income. What is good is that it is embraced by the childcare facilities around the state. That was one of our issues two years ago when we started looking at doing something with pre-K. We had many childcare facilities concerned about losing their income. Superintendent Baesler and her committee have done their research over the interim and I think we should let it fly. I don't see any other suggested amendments.

Chairman Holmberg: The only concern I've heard in the past is from folks who run private daycares. If you take off the four year olds are their profit margin. Are we ready for it to go to the committee?

Senator Krebsbach: I agree with early childhood education, but I am not sure this is the right time. At $1,000 you are looking at 6,000 students and that can be eaten up pretty quickly in the state. If we go $1,500 that of course cuts it down even more. I don't think there's enough money at $6M to accomplish a broad-based program across state.

(20:05) **Chairman Holmberg:** I would agree with Tom Freier (ND Family Alliance) when he mentioned that pilot programs eventually become mandatory, such as the case with Kindergarten. Is the money a good investment or not?

Senator Krebsbach: It's not a bad thing however I don't think it is adequate to cover what we would be facing.

Senator Heckaman: Would you want to amend it with more funding?

Senator Krebsbach: not at this time.

(21:05) **Baesler**: I truly believe that we will save the state money in the long run with less money spent towards special education and remediation costs beginning at 3rd-8th grade. If we don't see this return in investment in upper elementary to middle school, then we will reevaluate; however I firmly believe we will be saving money.

Senator Krebsbach: There are going to be a certain amount of students that will get pre-school anyway. Will there be a difference in the upper grades through this program with this funding? Without it being mandatory, will they attend?

Baesler: This bill will level the playing field in a way that no previous bills have. We have delayed into the 2nd biennium so those communities that don't have any existing pre-K will have a year to plan.

Chairman Holmberg: When you talk about the amount of money, if you were doing it both years of the biennium, then I assume the dollar amount would have been the $12M. We will put this on the board.

(23:30) **Chairman Holmberg**: We still have the budget (SB 2013), the Foundation Aid Program (SB 2031), the School Construction Funds (SB 2078), and Early Childhood Education (SB 2254).

Chairman Holmberg: What is the difference between SB 2151 and SB 2254?
Baesler: SB 2151 is a result of the committee work with all of the stake holders and SB 2254 is a strictly pre-k bill that would deliver dollars to educational systems and school districts on a tiered basis.
Chairman Holmberg: Is there need for SB 2151 if the other bill passed?
Baesler: SB 2151 took into consideration the school districts that didn't have building capacity which allows them to have the community grant partnership. I don't believe SB 2254 addresses that.

Chairman Holmberg: SB 2254 is $84M.
Senator Heckaman: I think there are more amendments pending for that bill. I talked to Senator Murphy today and it has cut down quite a bit from that amount. Like Superintendent Baesler said, that's more into a public and private school setting and not giving the opportunity to childcare providers to access the funds. Daycares could not access funds in SB 2254 because there is a weighting factor. However I believe the weighting factor is being amended. Perhaps we should wait on both of these bills in case we want to combine some things together.
Chairman Holmberg: We will take SB 2151 off of the board then, since we won't hear this SB 2254 until the 17th. We will wait until we have done SB 2031 before we finalize SB 2013. Our goal is 10 bills a day.

Chairman Holmberg closed the hearing on SB 2013.

2015 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

SB 2013
2/17/2015
Job # 23996

☒ Subcommittee
☐ Conference Committee

Committee Clerk Signature Rose Laning

Explanation or reason for introduction of bill/resolution:

This is a subcommittee hearing on the budget of the Department of Public Instruction. Bills 2013, 2031, 2254, 2151, 2169.

Minutes: Attachment 1 - 2

Legislative Council - Sheila Sandness
OMB - Tammy Dolan

Chairman Holmberg called the committee to order on SB 2013. **Senator Krebsbach** and **Senator Heckaman** were also present.

Chairman Holmberg said we have the Flakoll bill ($6M voucher for pre-school)and the Murphy bill for preschool. Senator Flakoll's bill would be $6M vouchers for any preschool program for 4 year olds. They would have to apply and the individuals in front of the students would have to be certified (SB 2151). SB 2254 is a competing or companion bill and had $52,650.

Senator Heckaman said no one had talked to her, but she thought that for $21M we can expand and merge these two bills together. Neither one will start until the 2016-17 biennium. If we guess at 6000 students and give $2000 as a voucher, that would cost us $12,000 for one year. And if we take 3000 that we consider low income students and move their voucher up to $3000, which would be $9000 for one year for a total of $21,000. You would still be on the voucher system. I'm supportive of pre-K and also childcare systems that are out there. Coming out of the last legislative session, we asked Ms. Baesler to do a study and this is the results of that study. Just a thought for now.

Chairman Holmberg: I think we're going to have a challenge to pass a bill with $6M.

Senator Krebsbach I don't think they're ready yet. The schools aren't ready. The faculty isn't ready.

Senator Heckaman: This would be a compromise between the two bills and would cover all the students for one year.

Chairman Holmberg: Let's throw the two out and get a sense of the body (Senate Appropriations). We can ask and see if the two can be merged. We don't want Legislative Council to put together an amendment that has no support.

SB 2013 -
Senator Krebsbach asked about Section 3 - the transfer of $300M from SIIF for the school construction loans. Is that still valid?

Sheila Sandness said there is language in this bill about the revolving loan fund. If you want the revolving loan fund language that's currently in the bill, you can do that or you can remove that section if you want.

Chairman Holmberg asked if there was any other revolving loan fund bills in the House - for schools?

Chairman Holmberg said this bill is the one with the money. The SIIF fund is about close to zero if what they talk about is going to be in the Surge bill. Would this have to be moved to the general fund?

Sheila Sandness: I'm not sure where we are in the SIIF fund, but the language is in section 19 and 20. It's coming from the SIIF fund in here. If you wanted to maintain the program, there isn't any money left in the SIIF fund so you'd have to look at some other source.

Senator Heckaman handed **out amendment 15.0291.05003 - Attachment 1**.
This amendment goes into 2031 and removed the transition maximum that schools are allowed to get under the school per pupil payment. There are a number of schools that were only allowed, the first year, to get 110% more than they got the year before. Last year they were only allowed to get 120% of that. Some schools were at the bottom for the funding formula. A lot of these schools are the Native American schools, but not all. Maybe ½ and ½. Those schools don't have a clue when they will get off of the maximum.

Jerry Coleman, Dept of Public Instruction: If it continues on the same trajectory, That's a base line based on the effective rate that they were getting from state and local sources at the time the new formula went up. That has increased 10% each year, so it will be 10%, then 20%, 30, 40, 50 and so I'd expect that maybe in 5 years they'll all come on to the .....

Senator Heckaman: But some are not getting near what the per pupil payment is expected to be from the state - from the combination of the state and local funds.

Jerry Coleman: And the reason they're on this maximum is because the formula doesn't consider federal funds that replace the local property tax. That's why that exists.

Chairman Holmberg asked if this amendment was proposed to the education committee?

Senator Heckaman: It was proposed and it didn't pass. It was before this bill was engrossed the last time to the 03000 version, I'm not sure.

Chairman Holmberg said that appropriations is usually reluctant to overturn any decisions made by a policy committee.

Senator Heckaman handed out **15.0291.05002. Attachment 2.** This is actually Senator Rust's amendment. It's on making school's whole in the oil patch when they have to deduct 75% of their oil tax money. This is a grant. As a grant, he has gone thru and figured all of the schools that are losing money and according to him, $8.75M would be needed to make this whole. I'm bringing this forward for Senator Rust's benefit.

Chairman Holmberg: If this was attached, then would SB 2169 be unnecessary?

Senator Heckaman I don't know. He thought it should be in addition to 2169.

Chairman Holmberg asked Sheila Sandness of Legislative Council to check if they are duplicative.

Sheila Sandness: So the question is whether 2169 is here because they brought this amendment or if you need both of them or one or the other?

2015 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

SB 2013
2/19/2015
Job # 24160

☒ Subcommittee
☐ Conference Committee

Committee Clerk Signature Rose Laning

Explanation or reason for introduction of bill/resolution:

A sub-committee hearing on the Department of Public Instruction - including discussion on SB 2031, SB 2169 and SB 2178.

Minutes: Attachment 1 - 5

Legislative Council - Sheila Sandness
OMB Tammy Dolan

Chairman Holmberg called the sub-committee to order on SB 2013. **Senator Krebsbach** and **Senator Heckaman** were also present.

Chairman Holmberg said we have 4 bills that we have to deal with. SB 2178 and SB 2169 which are two free standing bill. SB 2031 which is the foundation aid bill which has amendments that were presented by **Senator Flakoll** and two amendments from **Senator Heckaman**. One was actually from Senator Rust and then SB 2013 which is the agency bill that describes school construction. That has the money and 2178 is the loan program. We want to get our arms around it. We know that the SIIF fund is dry which is where the $300M in the budget bill comes from.

We had SB 2013 all along but your committee passed SB 2178. Are they both supposed to be around in your mind. We need at least one vehicle to look at school construction and we can't count on a constitutional amendment because that won't be available. We're looking at a bridge to year 2016.

Senator Schaible, State Senator, District 31: There were three bills out there that all took money from the SIFF fund to make a revolving school fund loans and to continue the $250M that was appropriated for that fund. In our mind, the 2178 originally was $125M. $125M was in the K-12 funding bill and they were supposed to bridge together as far as the governor's plan and outside our realm. We were looking at $250M in school construction loans out of all three of them. The total end that we were looking at was $250M. The idea behind SB 2178 was to put $125M in for the first year and then have an additional $125M to plan for the second year and an on-going basis. That was to create a revolving loan fund and have the funds build back money and become self-sustaining after so much time.

With the SIIF fund being empty, the thought process changed abit and we were looking at keeping the idea of school construction loans alive, but coming up with a different funding source so it wouldn't be such a burden on the state. The idea that came from that was that now the loans are being made from the State Bank of North Dakota. The cost to the state is the interest buy down of roughly $17M for this biennium. The downside is that its committing the state to future obligations to continuing that program especially if the initiated measure fails and we don't have a fund to draw from.
If we'd go to a straight bonding issue where the issue rates are guaranteed for 20 years and they're locked, it would be a substantial savings. If we could limit it to bonding and buying down that interest, that would be substantially less. I don't have the figures for that but could get them. It's at least a 1-1.5% difference down.

The other thing is the issue with the current loan program is that it was on a first come first served basis. Within 9 months, the application wiped out the fund. Part of the discussion is that we built criteria to at least address the need of the neediest schools so they'd get the funds first. Second thing is we wanted to split it into two years so that we had a pool every year so that the second year of that plan is that a school with great needs that didn't get their application in on time for whatever reason, that there would still be a fund available. We needed to have enough money in there to address all the needs that were out there. If there's enough money in the plan, the criteria doesn't really mean anything because everyone would get the money if there was enough. If there's not enough money, the idea would be that the neediest schools would get it first.
SB 2178 was only for the 1st year in its original stance. It's been thru several amendments but it's original intent was to create criteria to make sure we had enough money to address the current needs and the neediest schools would be addressed first.

Senator Holmberg said **Senator Campbell** also brought in an amendment which had to do with leasing of property.

Senator Schaible: That amendment wasn't part of the original bill but it was the only vehicle the committee had left to tack something on. It was with the approval of the chairman and myself. It was an issue, mostly for Devils Lake, but there were three other school districts that it would affect. By leasing land, or renting property, it's not covered under the state tornado fund. This would eliminate that need and it should disappear in two years. It's addressing the insurance need to lease and rent property for two years.

Senator Holmberg: They are for school buildings. (Answer - Correct.)

Senator Heckaman asked if he had suggested amendments but they are already on there.

Senator Schaible: My goal is to keep the idea alive until we see where the future is for our spending. If not, is this the appropriate avenue to go. It's to keep the idea of school construction loans for the next biennium and hope it will piggyback onto the initiated measure that we hope would pass and create a revolving school loan fund.

Senator Holmberg: You're amendment assures there will be money available for both years of the biennium. (Attachment 1)

Senator Krebsbach: The total dollar amount is $19M for the two year period? Is this the only vehicle that is in process for school loans for construction?

Senator Schaible: I believe the governor's budget had 300 in his.

Senator Holmberg: That's in 2013 and we need to make a decisions and decide what vehicle we want to use to move this forward.

Senator Heckaman wondered if it would be better as a stand-alone bill or in the budget.

Senator Holmberg said if it's in the budget, it will be part of the discussion between the Senate & House. If it's a stand-alone bill, it could be killed. We could do one of two things, we can recommend that we pass the bill and see what happens or amend the bill as suggested and put it in SB 2013 in lieu of this bill.

Senator Schaible: Addressing the interest of $19M for two years, the most you can lock up interest is 10 years. The second 10 years of that is variable. That's the down side. You could probably do a better rate if you went to a variable rate. The down side is going into future not knowing what the interest rates are. The bill says will buy down to one percent. We've had discussions on this but there are too many unknowns.

Senator Holmberg: We need a vehicle. I think we should consider leaving it separate so the House Education committee has an opportunity to review it. Otherwise, you're sending it to an appropriations committee which might not have the passion for school construction.

Tim Flakoll, State Senator, District 44, Fargo: When **Senator Schaible** referenced that there were at least three bills that had a mechanism for low interest school construction programs, SB 2031 also had provision (pre-amendment) and that one had trigger mechanism and it should survive knock on wood. In some respects, a bill like this has some value in having its own hearing a stand-alone hearing where it is the focus of the discussions. I'm just giving you options. You may want to get Lance Gaebe from the Land Dept. to talk about the coal fund and how that will be required to be replenished because we've taken some from there. I'd defer to **Senator Schaible** in what he thinks is best.

Kirsten Baesler, State Superintendent, ND Dept of Public Instruction: We see it as three routes for school construction loans; SB 2031, 2013, 2178. Regarding 2013 and 2031, there is similar language in both of those bills. Page 25, section 12 and that is in reference to coal trust that is in existence. As a member of the land board that makes a decision about the delivery of funds for the coal trust fund as well as the SIIF find, I had a conversation with Lance Gaebe & Jeff Engelson. They're concerned about the language. The constitution states that the coal trust fund must stay at $50M. If it goes above that, any interest must be paid out to the general fund and if there are any losses, it must be made up so it must remain at $50M. So the language in 2013 and 2031 is problematic because it says it will be transferred out of that fund to be combined. For the purpose of delivering the funds from those two different trust funds, the SIIF and the coal trust fund, the land board does talk about them in totality of dollars as we consider approving school construction. I understand the intent of the language in both 2013 and 2031 is to simplify it to bring the coal trust fund and the SIIF fund together so we could be more efficient in managing. We

don't see that as problematic. We discuss it as $200M available for school construction and remodeling but we do know that $50 M comes from the Coal Trust Fund and $150M from the SIIF. The Department of Public Instruction approves the construction applications and currently we have a waiting list. The dollars had run out before the biennium had run out, so we kept a waiting list of construction projects that had been approved and we have a waiting list of $120.8M

Senator Holmberg: What would be the advantage of us passing SB 2178 as the vehicle and then removing the references to the Coal Development Trust Fund and to the SIFF fund out of 2013 and 2031? The advantage might be that the bill is separate. It's popular from the standpoint of legislators and it gives education committee in House to look at it.

Senator Krebsbach: If there is a problem constitutionally with the Coal funds, until we get that clarified, we should stay away from that. This way, this vehicle gives us the opportunity to check things out and to continue the process. I think it's a good idea to have a stand-alone bill.

Senator Heckaman: I like the idea that it's going to go to policy.

Senator Holmberg: Lets recommend to the full committee to pass SB 2178 with the Campbell (.03004) and Shaible (.03002) amendment (Attachments 1-2).
He asked Sheila Sandness to remove the section that starts on page 25 and talks about the revolving fund and in 2013, the $300M out of the SIIF fund.

Sheila Sandness: Removing all of the loan language from SB 2013? (Answer - Right.)

Senator Flakoll: There is continuing language in there for the current plan that we adopted last session. According to sources, there's $4,323,280 left that has not be obligated from last session.

Discussed bill language ----

Senator Flakoll: Section 12 in SB 2031, that language needs to be carried over to the next biennium so it needs to stay here and it would need to continue over.

Kirsten Baesler: It's not revolving. When we consider it on the Land Board, we had that $150M because of last biennium's K-12 funding bill so that was delivered to the SIIF fund and we delivered it thru the Land board, but unless it continues in this K-12 bill, that $150M would not be carried over.
Section 12, numbers 3 and 4 are eliminated.

Bob Marthaller, DPI: In section 12, because that sunsets, that section should be carried over so we can operate that particular program. If we don't want to make that a revolving fund, then that language would have to be changed or eliminated in some way.

Senator Holmberg: Let's continue to maintain it the way it is now, because hopefully, in two years, we will have some other options because this is one-time funding.

Sheila Sandness: We just need to get rid of the sunset and transfer language?

Senator Krebsbach: We need to continue what was done last session from 2013-15, but eliminate anything from 2015-17 on new projects in SB 2031.

Senator Holmberg: Why not say "effective through June 30, 2017" and then use the current language and then revisit if need be. Remove the references in SB 2013.

Sheila Sandness: We'd remove all references to the construction loan from 2013, and we're going to amend section 12 of 2031 to extend the sunset and do nothing else.

Senator Holmberg: Then we will recommend passing SB 2178 with the two amendments that were looked at.

SB 2169 --

Senator Holmberg asked him to refresh the committee on SB 2169.

Senator David Rust, District 2: Basically this bill allows schools to use their apportion of their gross production taxes for school construction. The part they'd like to use is from the 75% that is currently subtracted through the formula. The schools get a certain percentage that comes into their general fund from the state treasurer. A year later, 75% is subtracted. With the gross production tax, it is in lieu of property tax. When you see oil wells, that is not part of a school districts taxable valuation.
The bulk of school construction comes with a bond issue which requires 60% of the people to vote on that issue. Once that bond issue is passed and the building is built, and then bonds are secured, the district will levy in through the sinking and interest fund, they will levy for those bonds.
If you have a taxable valuation that excludes all of the oil pumpers, tanks, etc. you basically have valuation that is artificially low with regard to that bond issue. If that were assessed and placed on the taxable valuation of that school district, your taxable valuation would be up here. As a result, if you have a $50M bond issue, you'd take this taxable valuation, divide that into your bonds, and that's the number of mills that your sinking and interest fund is going to levy. If that was up here, and you divide that into the bond issue, it would be a lower amount of mills that would be levied. By removing that part off the taxable valuation rolls, the individuals who are currently paying taxes have to pay more taxes than if that money were on the rolls for taxable valuation purposes.
For education purposes, in the general fund, there is an equity formula. In construction, it's not equalized. When you build in oil country right now, the cost is close to $300/sq. ft. Another part of the state would be significantly lower. If you're wondering about equity, certainly in school construction it's not equalized. This would allow you to use part of that gross production tax prior to it being subtracted at 75% to pay for school construction. The amendment I have would cut the amount in half. The bill says 60%, the amendment says 30%. It requires at least a 1-1 match.

Senator Holmberg: We have the amendment 15.0410.02001 - Attachment 3

Senator Rust: This amendment changes it from 60 to 30 and then part B is a 1-1 match. The fiscal note makes the assumption that everybody is going to take advantage of this that gets oil and gas production taxes. Worst case example - everyone takes advantage of this, it would be a cost to the state of $37.7M but it would require a 60% vote of the people to build this building. The amount of money used to pay for those constructions is not going to pay for the entire cost. At maximum, it can only pay 50% of that. How many schools are going to take advantage of something like this unless they absolutely need to and most of the need is coming because of the oil and gas influx of students into those communities?

Senator Krebsbach: You're looking to dedicate a certain dollar of the production tax for your school district to pay off bonds?

Senator Rust: Yes, but there are two parts to it. On page 5, there are two parts; indebtedness that was approved with 60% of the qualified electors. There have also been some schools who have done some construction projects that may have had money in a building fund. If that project was over $500,000 and was approved by DPI, they also could use some of those dollars to pay off those construction, renovation or remodel project.

Senator Krebsbach: Is this something that would be approved by the county or whoever else is sharing in that production tax credit?

Senator Rust: Not sure if I understand the question because as I see it, that's not a factor. Those gross production taxes are allocated out to various entities; counties, cities, schools. If you're over $5M, it even goes to other entities because it reduces the amount that goes to schools from 35% to 5% and it gives it to hub cities. That's going to happen regardless. Now money goes to schools - and that's the part I'm talking about. What happens here has no bearing on these other places that get money. It just has a bearing to the amount that the state would not recover through the formula - the 75% reduction.

Discussion on an example of **Senator Rust**: In counties under $5M, you have a percentage that goes to counties, cities and schools; 45 percent to the counties, 20 percent to the cities, and 35 percent to the schools. We're talking about the 35 percent money. None of this affects the 45 percent that goes to the county or the 20 percent that goes to the cities. It's that 35 percent that goes to the school districts. Of that 35 percent, 75 percent is going to be subtracted thru the equity formula from the schools. Of that 35percent, 25 percent of that goes to the schools and 75 percent comes back to the state. There are some transition minimums and some parts that deal with levying the full 12 percent where that may come back to the school district,

2031 -

Senator Holmberg said SB 2031 is the foundation aid bill. Asked committee members if there was any opposition to going forward and asking the full committee to adopt the Flakoll amendments? (No opposition.)
Also have amendment 15.0291.05002 (Attachment 4) - this is the money that was in the original surge bill that was surgically removed in the Senate. Was this presented to the Education committee?

Senator Rust: Yes, it was. It got a 3-3 vote.

Senator Holmberg said that money is not in the surge bill that the House is looking at. We know what that does.

Senator Heckaman handed out 15.0291.05003 that removes the transition minimums. Attachment 5. This affects 30 some schools right now. Mr.Coleman mentioned in sub-committee work that the number would be going down this next biennium as the percentage goes up. When I asked him when the schools would be whole, according to what the other schools get for per pupil payment, he said about 5 years. It was in the range of $15M dollars, so don't know what the projection is for the upcoming 2015-16 school year.

Jerry Coleman, DPI: The estimate for the first year of the next biennium, would be about $15M going down to $14M in the second.

Senator Heckaman: These schools are missing out on that money just because they came in on the formula low. It's not the fault of the school. It's the fault of us not funding those in the original formula as they came on. Because they didn't feel the money was there, they didn't want to fully fund those schools. This amendment would take that transition maximum out of the formula and fund them. If they're only going down $1M, it's probably going to take more than 5 years to get them off of the transition maximum.

Jerry Coleman: It's an adjustment to a base line funding level which was established when they came onto the formula. That's being increased at 10% each year. We've got 10%, then 20% and it will go 30, then 40, 50, 60 if those adjustment percentages remain the same. At five years, you are up another 50%. That will get most of them off of that.

Senator Heckaman: But they still aren't getting what the other schools are getting per pupil for the base payment.

Jerry Coleman: From the combination of state and local sources, but the reason they're on that maximum is because they have other sources of revenue for operating costs that aren't considered in the formula.

Senator Heckaman: I'd sort of challenge that because I don't think all of them are, right?

Jerry Coleman: When we get into the next biennium, it will only be those that are getting significant sources of other revenue that isn't recognized.

Senator Holmberg: With the exception of the three amendments, is there any other change that we need to look at? Nothing here is in conflict with SB 2013.

Senator Holmberg asked Sheila Sandness to prepare the amendments for SB 2178 that meld the two - the Campbell and the Schaible amendment for the appropriations committee.
Asked Sheila for her amendment to SB 2031, not only including the changes in section 12, but also adding the Flakoll amendment. Also asked Sheila to add the Rust amendment

which put the $8.4M that was in the original Surge funding. This amendment was not approved by the Senate Education Committee.

Senator Heckaman: I think we should put it in and it will give us more conversation over in the House.

Senator Krebsbach: I'm really torn on this. I see benefit to it, but its another $8M that we're looking at. I wonder if we should leave it to the House to put in if they see fit.

Senator Holmberg: I would agree.

Senator Heckaman: I don't agree.

Senator Holmberg: Let's go to the Heckaman amendment.

Senator Krebsbach: It sounds like DPI is trying to adjust this in a manner they are feeling comfortable with, so I'd rather leave it in the hands of DPI at this time.

Senator Heckaman: DPI is doing what we've asked them to do - according to the funding formula. They're doing what the legislature asked them to do. When you consider that the schools haven't been receiving the same per pupil payment whether it's the Native American schools or not, there have been a number of schools across the state that have been cut on their funding because of this.

Senator Holmberg said he would agree with Senator Krebsbach but she could present it to the full committee. And this was presented to the Senate Education committee? Yes.

Senator Flakoll: It was voted on February 2 at 2:55 pm and it came out 2-4.

Asked Sheila Sandness to prepare the amendments for SB 2031 - to adopt the .05001 amendment and the changes to section 12.

SB 2013 ---

Senator Holmberg said he wants to make sure there is no discrepancy between the foundation aid bill and this bill.

Senator Holmberg went over Base Level Funding Changes for Sheila to draw up the amendment.

Not going to do the remodeling for School for Deaf or Blind -

Senator Holmberg closed the hearing on SB 2013.

2015 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

SB 2013
2/23/2015
Job # 24242

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Rose Laning

Explanation or reason for introduction of bill/resolution:

This is a committee vote on the budget for the Department of Public Instruction.

Minutes: *Attachments: #1 - 4*

Legislative Council - Sheila Sandness
OMB - Tammy Dolan & Lori Laschkewitsch

Chairman Holmberg handed out amendment 15.8146.01004 (Attachment 1) and the Base Level Funding Changes (see attachment 1A)
When the Governor put together his budget, he increased funding for the integrated formula payments by $148M. The Senate adjustments in the Senate Education committee were $130M increase. The amount of increase has a number of factors and were all passed.

Oil tax revenue has been reduced. The state pays the difference between what is raised locally and that was $48M dollars. Adjustment to property tax estimates was $6M. Property tax relief cost $22M. There's an additional professional development days of $20M in this budget. The increased at risk factor by $39M and adjustment to school size waiting factor was $1.8M. Total adjustment additions of $278M.

The sub-committee recommendations were listed in Attachment 1.

Senator Robinson: (12:20) Are there adjustments for Declining enrollments? There are a corridor of schools where several schools went through declining enrollment. With our current funding formula, if you're down students in the smaller schools, they will reduce staff when they can but with declining enrollment it's a challenging situation. I don't think there is anything in play this session at this point in time that does anything to assist those schools.

Senator Heckaman There was, but not sure of the status of that bill is.

Senator Robinson: It's a study.

Chairman Holmberg: You have the policy issues which the committee had policy discussions about whether to use current enrollment or the previous year enrollment. More schools are having increases which cause some issue but there still is a sizeable number that have decreases.

Senator Robinson: The case that was really profound was the school district in Kulm which has lost some students and $9,000 loss per student is a lot to absorb. Most of what we've done has been referencing the March 18 forecast. The priorities we have as a legislature, they'd like something to shore up their budget. In our school system, they laid of some teachers and some were non-renewed but they dug into core programs like art.

Chairman Holmberg: One of the factors is that there is a lot of new money in this budget. Some additions could be focused in another direction

Senator Bowman: (16:44) I'm not opposed to putting $285M more into the budget, but I'd like to see some results in the investment through higher scores. I don't know if anyone has seen this chart but it's pretty appalling to know that the amount of money we put into elementary and secondary education and test scores haven't gone up at all. This doesn't indicate we're getting anything. Nothing changes, we just spend more money.

Senator Robinson: Superintendent Baesler gave a good answer to that question. If we look at objective review of K-12, you'll find that we are making progress. A lot of students, whether ELL, or other factors that impact the test scores. We are progressing.

Chairman Holmberg: When you look at national numbers, and if you remove the top 10 largest cities, they are vastly different.

Senator Bowman: I'd like to see someone show me what we are getting for our money. When you don't see any other reports, it's hard to make a good decision.

Senator Robinson: I'd think they'd have that information at the department. If we take the large metropolitan areas out of the picture, it would be different.

Senator Heckaman: We worked on declining enrollment last session. SB 2031 that we just passed contains weighted units for schools under 900 students. She explained the formula.
The issue of school scores and assessments is manifold. One thing that has happened is No Child Left Behind (NCLB) has changed the test score a lot so that in order to make annual early process you have to have more of your students proficient. The goal of NCLB previously has been to eventually have 100% students proficient. In the state of ND if you look annual yearly progress, there are other things tied to it. Students coming in and out of districts that affects their annual yearly progress. Attendance and graduation rate is tied to that. The report from DPI shows that many more schools need to have plan of action. It's not that the schools are getting worse; the criteria are getting higher.

Chairman Holmberg: The expectations that were set up in NCLB were not reflective of reality.

Senator Heckaman: You will always have students who don't try as hard as they can.

Chairman Holmberg handed out the Base Level Funding Changes for SB 2013.

State Library - Base Level Funding Changes - Attachment #2
School for the Deaf - Base Level Funding Changes - Attachment #3
ND Vision Services - Base Level Funding Changes - Attachment #4

Voice Vote on Amendment - carried

Senator Heckaman moved Do Pass as amended.

Senator Krebsbach seconded the motion.

A Roll Call vote was taken. Yea: 13 Nay: 0 Absent: 0

Senator Holmberg will carry the bill on the floor.

15.8146.01004
Title.02000
Fiscal No. 1

Prepared by the Legislative Council staff for
Senator Holmberg
February 21, 2015

TD
2/3/15

PROPOSED AMENDMENTS TO SENATE BILL NO. 2013

Page 1, line 5, replace "and 15.1-36-02" with "24-02-03.3, and 39-01-03"

Page 1, line 6, remove "and school construction"

Page 1, line 7, replace "loans; and to provide for a transfer" with "the management and use of motor vehicles owned by the state"

Page 1, remove lines 20 through 24

Page 2, replace lines 1 through 10 with:

"Salaries and wages	$15,940,953	$2,415,113	$18,356,066
Accrued leave payments	322,068	(322,068)	0
Operating expenses	29,430,802	1,397,390	30,828,192
Integrated formula payments	1,752,100,000	278,700,000	2,030,800,000
Grants - special education contracts	16,500,000	800,000	17,300,000
Grants - transportation	53,500,000	6,500,000	60,000,000
Grants - other grants	272,996,261	(2,115,539)	270,880,722
PowerSchool	0	6,000,000	6,000,000
Rapid enrollment grants	13,600,000	1,200,000	14,800,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,154,540,084	$294,574,896	$2,449,114,980
Less estimated income	436,996,759	71,684,108	508,680,867
Total general fund	$1,717,543,325	$222,890,788	$1,940,434,113
Full-time equivalent positions	99.75	0.00	99.75"

Page 2, replace lines 15 through 22 with:

"Salaries and wages	$3,780,053	$423,714	$4,203,767
Accrued leave payments	75,354	(75,354)	0
Operating expenses	1,895,726	0	1,895,726
Grants	2,519,000	616,500	3,135,500
Total all funds	$8,270,133	$964,860	$9,234,993
Less estimated income	2,394,145	45,116	2,439,261
Total general fund	$5,875,988	$919,744	$6,795,732
Full-time equivalent positions	29.75	0.00	29.75"

Page 2, remove lines 27 through 31

Page 3, replace lines 1 through 4 with:

"Salaries and wages	$6,932,905	$821,327	$7,754,232
Accrued leave payments	134,846	(134,846)	0
Operating expenses	1,908,794	139,502	2,048,296
Capital assets	191,762	675,412	867,174
Grants	200,000	0	200,000
Total all funds	$9,368,307	$1,501,395	$10,869,702
Less estimated income	1,568,928	124,642	1,693,570

Total general fund	$7,799,379	$1,376,753	$9,176,132
Full-time equivalent positions	44.61	1.00	45.61"

Page 3, replace lines 9 through 16 with:

"Salaries and wages	$4,415,180	$369,061	$4,784,241
Accrued leave payments	87,463	(87,463)	0
Operating expenses	707,006	157,700	864,706
Capital assets	35,364	46,590	81,954
Total all funds	$5,245,013	$485,888	$5,730,901
Less estimated income	743,427	(111,584)	631,843
Total general fund	$4,501,586	$597,472	$5,099,058
Full-time equivalent positions	30.00	0.00	30.00"

Page 3, replace lines 21 through 23 with:

"Grand total general fund	$1,735,720,278	$225,784,757	$1,961,505,035
Grand total special funds	441,703,259	71,742,282	513,445,541
Grand total all funds	$2,177,423,537	$297,527,039	$2,474,950,576"

Page 4, replace lines 4 through 7 with:

" Free or reduced meals information technology	0	30,000
Rapid enrollment grants	0	14,800,000
Total department of public instruction - general fund	$6,070,000	$14,830,000"

Page 4, replace lines 11 through 15 with:

"School for the deaf		
Extraordinary repairs	$1,002,259	$600,000
Total school for the deaf - estimated income	$1,002,259	$600,000"

Page 4, replace lines 23 through 29 with:

" Server and access points	0	16,000
Total school for the blind - all funds	$3,302,836	$56,000
Total school for the blind - estimated income	110,329	56,000
Total school for the blind - general fund	$3,192,507	$0
Grand total - all funds	$10,375,095	$15,736,000
Grand total - estimated income	1,112,588	656,000
Grand total - general fund	$9,262,507	$15,080,000"

Page 5, remove lines 4 through 9

Page 9, after line 15, insert:

"**SECTION 10. CARDIOPULMONARY RESUSCITATION TRAINING GRANTS - FUNDING - DISTRIBUTION.** During the 2015-17 biennium, the superintendent of public instruction shall expend up to $450,000 from the grants - other grants line item in subdivision 1 of section 1 of this Act for the purpose of providing cardiopulmonary resuscitation training grants as provided in chapter 58 of the 2013 Session Laws except that grants may be provided for training made available to students at both the high school and middle school levels."

Page 10, remove lines 21 through 30

Page 11, remove lines 1 through 8

Page 11, line 14, remove "one hundred eighteen thousand thirty-eight dollars through June 30, 2016"

Page 11, line 15, replace "and one hundred twenty-two thousand seven hundred fifty-nine" with "one hundred sixteen thousand nine hundred three dollars through June 30, 2016, and one hundred twenty thousand four hundred ten"

Page 12, remove lines 15 through 30

Page 13, remove lines 1 through 31

Page 14, remove lines 1 through 30

Page 15, remove lines 1 through 30

Page 16, remove lines 1 through 31

Page 17, replace lines 1 through 8 with:

"**SECTION 18. AMENDMENT.** Section 24-02-03.3 of the North Dakota Century Code is amended and reenacted as follows:

24-02-03.3. Central management system for all state-owned licensed motor vehicles.

1. The director shall establish within the department a central vehicle management system to regulate the operation, maintenance, and management of all motor vehicles owned or leased by the state subject to registration under chapters 39-04 and 39-05. Upon the request of a state agency and an agreement between the agency and director for the use of the motor vehicle-related equipment, the director may purchase or lease motor vehicle-related equipment and include that equipment within the system. The director shall provide a uniform method of documenting the use and cost of operation of motor vehicles and motor vehicle-related equipment in the system. The director shall advise the director of the office of management and budget as to the need to acquire or dispose of system motor vehicles. The specifications for highway patrol vehicles to be acquired may be set by the highway patrol superintendent. Every state agency, institution, department, board, bureau, and commission unless exempted by the director must use the system. At the request of the director of the North Dakota agricultural experiment station, certain vehicles used in farming operations at the agronomy seed farm and branch research centers shall be exempt from the requirements of this section. However, an agency, institution, department, board, bureau, or commission may authorize the use of an employee's personal motor vehicle pursuant to subsection 4 of section 54-06-09.

2. The director may enter into an agreement with a state employee who has a disability requiring a specially-equipped vehicle to pay a mileage rate greater than the rate established in section 54-06-09 for the employee's use of the employee's specially-equipped motor vehicle while conducting state business. The rate must be based on the rate provided in section 54-06-09, increased by the actual cost per mile caused by the special equipment, and may not exceed the cost associated with the special equipment expressed as the new value plus the depreciated fair market value in eight years divided by two, divided by twenty thousand miles.

3. Each entity required to use the system shall submit records of the operation of each vehicle as directed by the director.

4. The director may enter an agreement for the use of the motor vehicle-related equipment with the North Dakota art museum established in section 54-02-11.

SECTION 19. AMENDMENT. Section 39-01-03 of the North Dakota Century Code is amended and reenacted as follows:

39-01-03. Motor vehicle owned by the state, North Dakota art museum, or an international peace garden not to be used for private use or in political activities.

~~No person~~A person, officer, or employee of the state or of any department, board, bureau, commission, institution, industry, or other agency of the state, or person, officer, or employee of the North Dakota art museum, or of any entity located upon the international boundary line between the United States of America and Canada used and maintained as a memorial to commemorate the long-existing relationship of peace and good will between the people and the governments of the United States of America and Canada and to further international peace among the nations of the world, may not use or drive any motor vehicle belonging to the state or to any department, board, bureau, commission, institution, industry, or other agency of the state, or person, officer, or employee of the North Dakota art museum, or of any entity located upon the international boundary line between the United States of America and Canada used and maintained as a memorial to commemorate the long-existing relationship of peace and good will between the people and the governments of the United States of America and Canada and to further international peace among the nations of the world, for private use, or while engaged in any political activity."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of Senate Action

	Base Budget	Senate Changes	Senate Version
Department of Public Instruction			
Total all funds	$2,154,540,084	$294,574,896	$2,449,114,980
Less estimated income	436,996,759	71,684,108	508,680,867
General fund	$1,717,543,325	$222,890,788	$1,940,434,113
State Library			
Total all funds	$8,270,133	$964,860	$9,234,993
Less estimated income	2,394,145	45,116	2,439,261
General fund	$5,875,988	$919,744	$6,795,732
School for the Deaf			
Total all funds	$9,368,307	$1,501,395	$10,869,702
Less estimated income	1,568,928	124,642	1,693,570
General fund	$7,799,379	$1,376,753	$9,176,132
Vision Services - School for the Blind			
Total all funds	$5,245,013	$485,888	$5,730,901
Less estimated income	743,427	(111,584)	631,843
General fund	$4,501,586	$597,472	$5,099,058
Bill total			
Total all funds	$2,177,423,537	$297,527,039	$2,474,950,576
Less estimated income	441,703,259	71,742,282	513,445,541

General fund	$1,735,720,278	$225,784,757	$1,961,505,035

Senate Bill No. 2013 - Department of Public Instruction - Senate Action

	Base Budget	Senate Changes	Senate Version
Salaries and wages	$15,940,953	$2,415,113	$18,356,066
Operating expenses	29,430,802	1,397,390	30,828,192
Integrated formula payments	1,752,100,000	278,700,000	2,030,800,000
Grants - special education contracts	16,500,000	800,000	17,300,000
Grants - transportation	53,500,000	6,500,000	60,000,000
Grants - other grants	272,996,261	(2,115,539)	270,880,722
Rapid enrollment grants	13,600,000	1,200,000	14,800,000
Transportation efficiency	30,000		30,000
National board certification	120,000		120,000
Accrued leave payments	322,068	(322,068)	
PowerSchool		6,000,000	6,000,000
Total all funds	$2,154,540,084	$294,574,896	$2,449,114,980
Less estimated income	436,996,759	71,684,108	508,680,867
General fund	$1,717,543,325	$222,890,788	$1,940,434,113
FTE	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of Senate Changes

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Adjusts Funding for Federal and Special Fund Grants[3]	Increases Funding for Integrated Formula Payments[4]	Increases Funding for Transportation Grants[5]	Increases Funding for Special Education Contract Grants[6]
Salaries and wages	$571,798	$1,065,930				
Operating expenses						
Integrated formula payments				278,700,000		
Grants - special education contracts						800,000
Grants - transportation					6,500,000	
Grants - other grants			(7,869,039)			
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments	(322,068)					
PowerSchool						
Total all funds	$249,730	$1,065,930	($7,869,039)	$278,700,000	$6,500,000	$800,000
Less estimated income	(569,781)	717,453	(7,869,039)	78,808,000	0	0
General fund	$819,511	$348,477	$0	$199,892,000	$6,500,000	$800,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for College and Career Readiness Program[7]	Adds Funding for PowerSchool Grants[8]	Increases Funding for Mentoring Program Grants[9]	Increases Funding for Math and Science Content Positions[10]	Increases Funding for Safe and Healthy Schools Unit[11]	Increases Funding for STARS and Website [12]
Salaries and wages				$277,351	$500,034	
Operating expenses	250,000				97,640	160,000
Integrated formula payments						
Grants - special education contracts						
Grants - transportation						
Grants - other grants			700,000			
Rapid enrollment grants						

Transportation efficiency						
National board certification						
Accrued leave payments						
PowerSchool		6,000,000				
Total all funds	$250,000	$6,000,000	$700,000	$277,351	$597,674	$160,000
Less estimated income	0	0	0	0	0	0
General fund	$250,000	$6,000,000	$700,000	$277,351	$597,674	$160,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Statewide Accreditation System[13]	Adds Funding for Principal and Teacher Evaluation System[14]	Increases Funding for Adult Education Grants[15]	Increases Funding for Other General Fund Grants[16]	Increases Funding for Rapid Enrollment Grants[17]	Corrects Funding for Other Grants[18]
Salaries and wages						
Operating expenses	799,750	60,000				
Integrated formula payments						
Grants - special education contracts						
Grants - transportation						
Grants - other grants		240,000	1,000,000	121,500		
Rapid enrollment grants					1,200,000	
Transportation efficiency						
National board certification						
Accrued leave payments						
PowerSchool						
Total all funds	$799,750	$300,000	$1,000,000	$121,500	$1,200,000	$0
Less estimated income	0	0	0	0	0	597,475
General fund	$799,750	$300,000	$1,000,000	$121,500	$1,200,000	($597,475)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Free Meals to Students Eligible for Reduced Meals[19]	Increases Funding for the Museum of Art[20]	Increases Funding for the Global Bridges Exchange Program[21]	Adds Funding for English Language Learner Grants[22]	Adds One-Time Funding for Free or Reduced Meal Computer Updates[23]	Total Senate Changes
Salaries and wages						$2,415,113
Operating expenses					30,000	1,397,390
Integrated formula payments						278,700,000
Grants - special education contracts						800,000
Grants - transportation						6,500,000
Grants - other grants	1,072,000	20,000	100,000	2,500,000		(2,115,539)
Rapid enrollment grants						1,200,000
Transportation efficiency						
National board certification						
Accrued leave payments						(322,068)
PowerSchool						6,000,000
Total all funds	$1,072,000	$20,000	$100,000	$2,500,000	$30,000	$294,574,896
Less estimated income	0	0	0	0	0	71,684,108
General fund	$1,072,000	$20,000	$100,000	$2,500,000	$30,000	$222,890,788
FTE	0.00	0.00	0.00	0.00	0.00	0.00

[1] Funding is added for cost-to-continue 2013-15 biennium salaries and benefit increases and for other base payroll changes. In addition, $100,000 from the general fund is provided for market equity related to attrition in the director of school finance position.

[2] The following funding is added for 2015-17 biennium performance salary adjustments of 2 to 4 percent per year and increases in monthly health insurance premiums:

	General Fund	Other Funds	Total
Salary increase - Performance	$206,948	$422,861	$629,809
Health insurance increase	141,529	294,592	436,121
Total	$348,477	$717,453	$1,065,930

[3] Funding is adjusted for various federal and special fund grants.

[4] Integrated formula payments are increased to provide a total of $2,030,800,000, of which $1,811,666,000 is from the general fund and $219,134,000 is from the state tuition fund. This level of funding represents a $278,700,000 increase from 2013-15 base level integrated formula payments and a $130,800,000 increase over the executive recommendation. Base level funding for integrated formula payments is adjusted for the following:

Executive Budget Adjustments:	
Cost-to-continue second year integrated formula payment increase	$62,000,000
Projected student growth	104,000,000
Increases in per student integrated formula payment rates	126,400,000
Weighting factor adjustments	600,000
Base adjustment for unobligated 2013-15 appropriation	(25,600,000)
Increase in local cost share, including local property tax and income based on the executive recommendation relating to oil tax production and distribution	(119,500,000)
Total executive budget increase in integrated formula payments	$147,900,000
Senate Adjustments:	
Anticipated reductions in local oil tax revenue	$48,000,000
Adjustments to property tax estimates	6,000,000
Additional property tax relief	22,000,000
Adjustments to per student integrated formula payment rates	(6,000,000)
Additional professional development days	20,000,000
Increase in "at risk" factor	39,000,000
Adjustments to school size weighting factors	1,800,000
Total Senate increase in integrated formula payments	$130,800,000
Total adjustment to base budget integrated formula payments	$278,700,000

[5] Funding for transportation grants is increased to provide a total of $60 million from the general fund.

[6] Funding for special education contract grants is increased to provide a total of $17.3 million from the general fund.

[7] Funding is added for a college and career readiness program to provide for the cost of advanced placement teacher professional development and related expenses.

[8] The PowerSchool factor is removed from the state school aid formula and $6 million is provided for PowerSchool from the general fund in a separate line of the department's appropriation.

[9] Funding for the mentorship grant program is increased to provide $3 million from the general fund for an expanded teacher, principal, and instructional coach mentoring program.

[10] Funding for salaries and wages is increased to support content positions in math and science. The department anticipates converting current FTE positions.

[11] Funding is increased for the administration of the safe and healthy schools unit, including salaries and wages and operating expenses.

[12] Funding is increased for information technology maintenance to update the state automated reporting system (STARS) ($112,000) and updates to the department's website ($48,000).

[13] Funding is added to support the statewide accreditation system.

[14] Funding is added to support statewide training and implementation activities to advance the deployment of principal and teacher evaluation programs, including $240,000 for grants.

[15] Funding for adult education grants is increased to provide a total of $4,110,411 from the general fund.

[16] Funding is increased for the following other grants provided from the general fund:

	General Fund Increase (Decrease)	Total General Fund
Teacher center network	$54,000	$414,000
LEAD Center	$7,500	$267,500
North Dakota Young Entrepreneur education program	20,000	140,000
"We the People" program	5,000	25,000
Pathfinders Parent project	15,000	146,106
National writing projects	20,000	193,000
Total general fund	$121,500	$1,185,606

[17] Funding is increased for rapid enrollment grants to provide a total of $14.8 million from the general fund as one-time funding.

[18] The funding source of other grants is adjusted to reflect the funding included in the executive recommendation.

[19] Funding for grants is added to provide free breakfast and lunch to students eligible for reduced meals.

[20] Funding for a grant to support the North Dakota Museum of Art educational outreach initiative is increased to provide a total of $435,000 from the general fund.

[21] Funding for a grant to the Global Bridges exchange program is increased to provide a total of $250,000 from the general fund.

[22] Funding is added to provide English language learner grants.

[23] Funding is added for the one-time cost of computer updates related to providing free breakfast and lunch to students eligible for reduced meals.

This amendment also:

- Removes a section relating to a transfer of $300 million from the strategic investment and improvements fund to the school construction loan fund for the purpose of providing additional school construction loans;
- Removes a section relating to assumptions included in the executive recommendation for integrated formula payments;
- Removes a section relating to the establishment and funding of a school construction revolving loan fund;
- Adds sections to amend Sections 24-02-03.3 and 39-01-03 relating to the management of state-owned licensed motor vehicles and the use of motor vehicles owned by the state to allow the North Dakota Museum of Art to use motor pool vehicles;
- Adds a section related to the distribution of CPR grants for training at both the high school and middle school levels; and
- Amends a section related to the salary of the Superintendent of Public Instruction to provide for a 3 percent increase each year of the biennium.

Senate Bill No. 2013 - State Library - Senate Action

	Base Budget	Senate Changes	Senate Version
Salaries and wages	$3,780,053	$423,714	$4,203,767
Operating expenses	1,895,726		1,895,726
Grants	2,519,000	616,500	3,135,500
Accrued leave payments	75,354	(75,354)	
Total all funds	$8,270,133	$964,860	$9,234,993
Less estimated income	2,394,145	45,116	2,439,261
General fund	$5,875,988	$919,744	$6,795,732
FTE	29.75	0.00	29.75

Department No. 250 - State Library - Detail of Senate Changes

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Increases Funding for State Aid to Public Libraries[3]	Adds One-Time Funding for Library Repair Grants[4]	Total Senate Changes
Salaries and wages	$155,283	$268,431			$423,714
Operating expenses					
Grants			366,500	250,000	616,500
Accrued leave payments	(75,354)				(75,354)
Total all funds	$79,929	$268,431	$366,500	$250,000	$964,860
Less estimated income	23,076	22,040	0	0	45,116
General fund	$56,853	$246,391	$366,500	$250,000	$919,744
FTE	0.00	0.00	0.00	0.00	0.00

[1] Funding is added for cost-to-continue 2013-15 biennium salaries and benefit increases and for other base payroll changes.

[2] The following funding is added for 2015-17 biennium performance salary adjustments of 2 to 4 percent per year and increases in monthly health insurance premiums:

	General Fund	Other Funds	Total
Salary increase - Performance	$128,060	$10,835	$138,895
Health insurance increase	118,331	11,205	129,536
Total	$246,391	$22,040	$268,431

[3] Funding for state aid to libraries is increased to provide a total of $2,133,000 from the general fund.

[4] One-time funding is added for library repair and maintenance grants.

Senate Bill No. 2013 - School for the Deaf - Senate Action

	Base Budget	Senate Changes	Senate Version
Salaries and wages	$6,932,905	$821,327	$7,754,232
Operating expenses	1,908,794	139,502	2,048,296
Capital assets	191,762	675,412	867,174
Grants	200,000		200,000
Accrued leave payments	134,846	(134,846)	
Total all funds	$9,368,307	$1,501,395	$10,869,702
Less estimated income	1,568,928	124,642	1,693,570
General fund	$7,799,379	$1,376,753	$9,176,132
FTE	44.61	1.00	45.61

Department No. 252 - School for the Deaf - Detail of Senate Changes

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Adds One FTE Adult Services Position[3]	Increases Funding for Extraordinary Repairs[4]	Increases Funding for Equipment[5]	Removes Funding for IT Equipment[6]
Salaries and wages	$313,251	$378,476	$129,600			
Operating expenses						
Capital assets				65,912	52,500	(43,000)
Grants						
Accrued leave payments	(134,846)					
Total all funds	$178,405	$378,476	$129,600	$65,912	$52,500	($43,000)
Less estimated income	(91,285)	17,231	0	0	52,500	(43,000)
General fund	$269,690	$361,245	$129,600	$65,912	$0	$0
FTE	0.00	0.00	1.00	0.00	0.00	0.00

	Increases Funding for Operating Expenses[7]	Adjusts Funding Source of Operating Expenses[8]	Adds One-Time Funding for Boiler Replacement & Other Projects[9]	Total Senate Changes
Salaries and wages				$821,327
Operating expenses	139,502			139,502
Capital assets			600,000	675,412
Grants				
Accrued leave payments				(134,846)
Total all funds	$139,502	$0	$600,000	$1,501,395
Less estimated income	89,196	(500,000)	600,000	124,642
General fund	$50,306	$500,000	$0	$1,376,753
FTE	0.00	0.00	0.00	1.00

[1] Funding is added for cost-to-continue 2013-15 biennium salaries and benefit increases and for other base payroll changes.

[2] The following funding is added for 2015-17 biennium performance salary adjustments of 2 to 4 percent per year and increases in monthly health insurance premiums:

	General Fund	Other Funds	Total
Salary increase - Performance	$141,193	$8,438	$149,631
Health insurance increase	220,052	8,793	228,845
Total	$361,245	$17,231	$378,476

[3] Funding is added for 1 adult services FTE position for the western part of the state.

[4] Funding for extraordinary repairs is increased to provide a total of $192,174 from the general fund as follows:

Activities building repairs	$20,174
Parking lot and lighting repairs	64,000
Dining room flooring and ceiling	30,000
Kitchen coolers	46,000
Asbestos testing and abatement	32,000
Total	$192,174

[5] Funding for equipment over $5,000 is increased to provide a total of $75,000 from special funds for a lawn tractor ($15,000) and a skid steer tractor ($60,000).

[6] Funding for information technology equipment over $5,000 provided during the 2013-15 biennium is removed.

[7] Funding for operating expenses is increased.

[8] The funding source of operating expenses is adjusted to increase funding from the general fund.

[9] One-time funding is provided for boiler replacement and Smith Building projects.

Senate Bill No. 2013 - Vision Services - School for the Blind - Senate Action

	Base Budget	Senate Changes	Senate Version
Salaries and wages	$4,415,180	$369,061	$4,784,241
Operating expenses	707,006	157,700	864,706
Capital assets	35,364	46,590	81,954
Accrued leave payments	87,463	(87,463)	
Total all funds	$5,245,013	$485,888	$5,730,901
Less estimated income	743,427	(111,584)	631,843
General fund	$4,501,586	$597,472	$5,099,058
FTE	30.00	0.00	30.00

Department No. 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Increases Funding for Reclassification of Position[3]	Increases Funding for Extraordinary Repairs[4]	Increases Funding for Operating Expenses[5]	Adds Funding for Low-Vision Clinic[6]
Salaries and wages	$119,910	$221,191	$27,960			
Operating expenses			22,000		107,200	5,000
Capital assets				14,090		
Accrued leave payments	(87,463)					
Total all funds	$32,447	$221,191	$49,960	$14,090	$107,200	$5,000
Less estimated income	(200,739)	33,162	0	(7)	0	0
General fund	$233,186	$188,029	$49,960	$14,097	$107,200	$5,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding to Replace Server[7]	Adds One-Time Funding for Special Assessments[8]	Adds One-Time Funding for Equipment[9]	Total Senate Changes
Salaries and wages				$369,061
Operating expenses	2,500		21,000	157,700
Capital assets	13,500	19,000		46,590
Accrued leave payments				(87,463)
Total all funds	$16,000	$19,000	$21,000	$485,888
Less estimated income	16,000	19,000	21,000	(111,584)
General fund	$0	$0	$0	$597,472
FTE	0.00	0.00	0.00	0.00

[1] Funding is added for cost-to-continue 2013-15 biennium salaries and benefit increases and for other base payroll changes.

[2] The following funding is added for 2015-17 biennium performance salary adjustments of 2 to 4 percent per year and increases in monthly health insurance premiums:

	General Fund	Other Funds	Total
Salary increase - Performance	$68,192	$14,829	$83,021
Health insurance increase	119,837	18,333	138,170
Total	$188,029	$33,162	$221,191

[3] Funding is added to convert an existing vision assistant position to an orientation and mobility specialist position serving the western part of the state, including salaries and wages and operating expenses.

[4] Funding for extraordinary repairs is increased to provide a total of $49,454 from the general fund.

[5] Funding for operating expenses is increased.

[6] Funding is added for operating expenses related to an annual one-day low-vision clinic in public schools.

[7] One-time funding is added for information technology equipment over $5,000 ($13,500) and operating expenses ($2,500) to install a server and wireless access points.

[8] One-time funding is added to payoff a special assessment.

[9] One-time funding is added for equipment less than $5,000, including lawn mower/tractor sweep attachment, wall unit air conditioners, floor cleaners, vacuums, washer, dryer, and refrigerator.

Date: 2-23-15
Roll Call Vote #: 1

2015 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

Senate Appropriations Committee

☐ Subcommittee

Amendment LC# or Description: 15.8146.01004

Recommendation: ☑ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By _____ Seconded By _____

Senators	Yes	No	Senators	Yes	No
Chairman Holmberg			Senator Heckaman		
Senator Bowman			Senator Mathern		
Senator Krebsbach			Senator O'Connell		
Senator Carlisle			Senator Robinson		
Senator Sorvaag					
Senator G. Lee					
Senator Kilzer					
Senator Erbele					
Senator Wanzek					

Total (Yes) _____ No _____

Absent _____

Floor Assignment _____

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

Voice vote carried

Date: 2-23-15
Roll Call Vote #: 2

2015 SENATE STANDING COMMITTEE
ROLL CALL VOTES
BILL/RESOLUTION NO. 2013

Senate Appropriations Committee

☐ Subcommittee

Amendment LC# or Description:

Recommendation: ☐ Adopt Amendment
☑ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☑ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐

Motion Made By Heckaman Seconded By Krebsbach

Senators	Yes	No	Senators	Yes	No
Chairman Holmberg	✓		Senator Heckaman	✓	
Senator Bowman	✓		Senator Mathern	✓	
Senator Krebsbach	✓		Senator O'Connell	✓	
Senator Carlisle	✓		Senator Robinson	✓	
Senator Sorvaag	✓				
Senator G. Lee	✓				
Senator Kilzer	✓				
Senator Erbele	✓				
Senator Wanzek	✓				

Total (Yes) 13 No 0

Absent 0

Floor Assignment Holmberg

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

REPORT OF STANDING COMMITTEE

SB 2013: Appropriations Committee (Sen. Holmberg, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (13 YEAS, 0 NAYS, 0 ABSENT AND NOT VOTING). SB 2013 was placed on the Sixth order on the calendar.

Page 1, line 5, replace "and 15.1-36-02" with "24-02-03.3, and 39-01-03"

Page 1, line 6, remove "and school construction"

Page 1, line 7, replace "loans; and to provide for a transfer" with "the management and use of motor vehicles owned by the state"

Page 1, remove lines 20 through 24

Page 2, replace lines 1 through 10 with:

"Salaries and wages	$15,940,953	$2,415,113	$18,356,066
Accrued leave payments	322,068	(322,068)	0
Operating expenses	29,430,802	1,397,390	30,828,192
Integrated formula payments	1,752,100,000	278,700,000	2,030,800,000
Grants - special education contracts	16,500,000	800,000	17,300,000
Grants - transportation	53,500,000	6,500,000	60,000,000
Grants - other grants	272,996,261	(2,115,539)	270,880,722
PowerSchool	0	6,000,000	6,000,000
Rapid enrollment grants	13,600,000	1,200,000	14,800,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,154,540,084	$294,574,896	$2,449,114,980
Less estimated income	436,996,759	71,684,108	508,680,867
Total general fund	$1,717,543,325	$222,890,788	$1,940,434,113
Full-time equivalent positions	99.75	0.00	99.75"

Page 2, replace lines 15 through 22 with:

"Salaries and wages	$3,780,053	$423,714	$4,203,767
Accrued leave payments	75,354	(75,354)	0
Operating expenses	1,895,726	0	1,895,726
Grants	2,519,000	616,500	3,135,500
Total all funds	$8,270,133	$964,860	$9,234,993
Less estimated income	2,394,145	45,116	2,439,261
Total general fund	$5,875,988	$919,744	$6,795,732
Full-time equivalent positions	29.75	0.00	29.75"

Page 2, remove lines 27 through 31

Page 3, replace lines 1 through 4 with:

"Salaries and wages	$6,932,905	$821,327	$7,754,232
Accrued leave payments	134,846	(134,846)	0
Operating expenses	1,908,794	139,502	2,048,296
Capital assets	191,762	675,412	867,174
Grants	200,000	0	200,000
Total all funds	$9,368,307	$1,501,395	$10,869,702
Less estimated income	1,568,928	124,642	1,693,570
Total general fund	$7,799,379	$1,376,753	$9,176,132
Full-time equivalent positions	44.61	1.00	45.61"

Page 3, replace lines 9 through 16 with:

"Salaries and wages	$4,415,180	$369,061	$4,784,241
Accrued leave payments	87,463	(87,463)	0
Operating expenses	707,006	157,700	864,706
Capital assets	35,364	46,590	81,954
Total all funds	$5,245,013	$485,888	$5,730,901
Less estimated income	743,427	(111,584)	631,843
Total general fund	$4,501,586	$597,472	$5,099,058
Full-time equivalent positions	30.00	0.00	30.00"

Page 3, replace lines 21 through 23 with:

"Grand total general fund	$1,735,720,278	$225,784,757	$1,961,505,035
Grand total special funds	441,703,259	71,742,282	513,445,541
Grand total all funds	$2,177,423,537	$297,527,039	$2,474,950,576"

Page 4, replace lines 4 through 7 with:

" Free or reduced meals information technology	0	30,000
Rapid enrollment grants	0	14,800,000
Total department of public instruction - general fund	$6,070,000	$14,830,000"

Page 4, replace lines 11 through 15 with:

"School for the deaf		
Extraordinary repairs	$1,002,259	$600,000
Total school for the deaf - estimated income	$1,002,259	$600,000"

Page 4, replace lines 23 through 29 with:

" Server and access points	0	16,000
Total school for the blind - all funds	$3,302,836	$56,000
Total school for the blind - estimated income	110,329	56,000
Total school for the blind - general fund	$3,192,507	$0
Grand total - all funds	$10,375,095	$15,736,000
Grand total - estimated income	1,112,588	656,000
Grand total - general fund	$9,262,507	$15,080,000"

Page 5, remove lines 4 through 9

Page 9, after line 15, insert:

"**SECTION 10. CARDIOPULMONARY RESUSCITATION TRAINING GRANTS - FUNDING - DISTRIBUTION.** During the 2015-17 biennium, the superintendent of public instruction shall expend up to $450,000 from the grants - other grants line item in subdivision 1 of section 1 of this Act for the purpose of providing cardiopulmonary resuscitation training grants as provided in chapter 58 of the 2013 Session Laws except that grants may be provided for training made available to students at both the high school and middle school levels."

Page 10, remove lines 21 through 30

Page 11, remove lines 1 through 8

Page 11, line 14, remove "one hundred eighteen thousand thirty-eight dollars through June 30, 2016"

Page 11, line 15, replace "and one hundred twenty-two thousand seven hundred fifty-nine" with "one hundred sixteen thousand nine hundred three dollars through June 30, 2016, and one hundred twenty thousand four hundred ten"

Page 12, remove lines 15 through 30

Page 13, remove lines 1 through 31

Page 14, remove lines 1 through 30

Page 15, remove lines 1 through 30

Page 16, remove lines 1 through 31

Page 17, replace lines 1 through 8 with:

"**SECTION 18. AMENDMENT.** Section 24-02-03.3 of the North Dakota Century Code is amended and reenacted as follows:

24-02-03.3. Central management system for all state-owned licensed motor vehicles.

1. The director shall establish within the department a central vehicle management system to regulate the operation, maintenance, and management of all motor vehicles owned or leased by the state subject to registration under chapters 39-04 and 39-05. Upon the request of a state agency and an agreement between the agency and director for the use of the motor vehicle-related equipment, the director may purchase or lease motor vehicle-related equipment and include that equipment within the system. The director shall provide a uniform method of documenting the use and cost of operation of motor vehicles and motor vehicle-related equipment in the system. The director shall advise the director of the office of management and budget as to the need to acquire or dispose of system motor vehicles. The specifications for highway patrol vehicles to be acquired may be set by the highway patrol superintendent. Every state agency, institution, department, board, bureau, and commission unless exempted by the director must use the system. At the request of the director of the North Dakota agricultural experiment station, certain vehicles used in farming operations at the agronomy seed farm and branch research centers shall be exempt from the requirements of this section. However, an agency, institution, department, board, bureau, or commission may authorize the use of an employee's personal motor vehicle pursuant to subsection 4 of section 54-06-09.

2. The director may enter into an agreement with a state employee who has a disability requiring a specially-equipped vehicle to pay a mileage rate greater than the rate established in section 54-06-09 for the employee's use of the employee's specially-equipped motor vehicle while conducting state business. The rate must be based on the rate provided in section 54-06-09, increased by the actual cost per mile caused by the special equipment, and may not exceed the cost associated with the special equipment expressed as the new value plus the depreciated fair market value in eight years divided by two, divided by twenty thousand miles.

3. Each entity required to use the system shall submit records of the operation of each vehicle as directed by the director.

4. The director may enter an agreement for the use of the motor vehicle-related equipment with the North Dakota art museum established in section 54-02-11.

SECTION 19. AMENDMENT. Section 39-01-03 of the North Dakota Century Code is amended and reenacted as follows:

39-01-03. Motor vehicle owned by the state, North Dakota art museum, or an international peace garden not to be used for private use or in political activities.

~~No person~~A person, officer, or employee of the state or of any department, board, bureau, commission, institution, industry, or other agency of the state, or person, officer, or employee of the North Dakota art museum, or of any entity located upon the international boundary line between the United States of America and Canada used and maintained as a memorial to commemorate the long-existing relationship of peace and good will between the people and the governments of the United States of America and Canada and to further international peace among the nations of the world, may not use or drive any motor vehicle belonging to the state or to any department, board, bureau, commission, institution, industry, or other agency of the state, or person, officer, or employee of the North Dakota art museum, or of any entity located upon the international boundary line between the United States of America and Canada used and maintained as a memorial to commemorate the long-existing relationship of peace and good will between the people and the governments of the United States of America and Canada and to further international peace among the nations of the world, for private use, or while engaged in any political activity."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of Senate Action

	Base Budget	Senate Changes	Senate Version
Department of Public Instruction			
Total all funds	$2,154,540,084	$294,574,896	$2,449,114,980
Less estimated income	436,996,759	71,684,108	508,680,867
General fund	$1,717,543,325	$222,890,788	$1,940,434,113
State Library			
Total all funds	$8,270,133	$964,860	$9,234,993
Less estimated income	2,394,145	45,116	2,439,261
General fund	$5,875,988	$919,744	$6,795,732
School for the Deaf			
Total all funds	$9,368,307	$1,501,395	$10,869,702
Less estimated income	1,568,928	124,642	1,693,570
General fund	$7,799,379	$1,376,753	$9,176,132
Vision Services - School for the Blind			
Total all funds	$5,245,013	$485,888	$5,730,901
Less estimated income	743,427	(111,584)	631,843
General fund	$4,501,586	$597,472	$5,099,058
Bill total			
Total all funds	$2,177,423,537	$297,527,039	$2,474,950,576
Less estimated income	441,703,259	71,742,282	513,445,541
General fund	$1,735,720,278	$225,784,757	$1,961,505,035

Senate Bill No. 2013 - Department of Public Instruction - Senate Action

	Base Budget	Senate Changes	Senate Version
Salaries and wages	$15,940,953	$2,415,113	$18,356,066
Operating expenses	29,430,802	1,397,390	30,828,192
Integrated formula payments	1,752,100,000	278,700,000	2,030,800,000
Grants - special education contracts	16,500,000	800,000	17,300,000
Grants - transportation	53,500,000	6,500,000	60,000,000
Grants - other grants	272,996,261	(2,115,539)	270,880,722
Rapid enrollment grants	13,600,000	1,200,000	14,800,000
Transportation efficiency	30,000		30,000
National board certification	120,000		120,000

Accrued leave payments	322,068	(322,068)	
PowerSchool		6,000,000	6,000,000
Total all funds	$2,154,540,084	$294,574,896	$2,449,114,980
Less estimated income	436,996,759	71,684,108	508,680,867
General fund	$1,717,543,325	$222,890,788	$1,940,434,113
FTE	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of Senate Changes

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Adjusts Funding for Federal and Special Fund Grants[3]	Increases Funding for Integrated Formula Payments[4]	Increases Funding for Transportation Grants[5]	Increases Funding for Special Education Contract Grants[6]
Salaries and wages	$571,798	$1,065,930				
Operating expenses						
Integrated formula payments				278,700,000		
Grants - special education contracts						800,000
Grants - transportation					6,500,000	
Grants - other grants			(7,869,039)			
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments	(322,068)					
PowerSchool						
Total all funds	$249,730	$1,065,930	($7,869,039)	$278,700,000	$6,500,000	$800,000
Less estimated income	(569,781)	717,453	(7,869,039)	78,808,000	0	0
General fund	$819,511	$348,477	$0	$199,892,000	$6,500,000	$800,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for College and Career Readiness Program[7]	Adds Funding for PowerSchool Grants[8]	Increases Funding for Mentoring Program Grants[9]	Increases Funding for Math and Science Content Positions[10]	Increases Funding for Safe and Healthy Schools Unit[11]	Increases Funding for STARS and Website [12]
Salaries and wages				$277,351	$500,034	
Operating expenses	250,000				97,640	160,000
Integrated formula payments						
Grants - special education contracts						
Grants - transportation						
Grants - other grants			700,000			
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
PowerSchool		6,000,000				
Total all funds	$250,000	$6,000,000	$700,000	$277,351	$597,674	$160,000
Less estimated income	0	0	0	0	0	0
General fund	$250,000	$6,000,000	$700,000	$277,351	$597,674	$160,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Statewide Accreditation System[13]	Adds Funding for Principal and Teacher Evaluation System[14]	Increases Funding for Adult Education Grants[15]	Increases Funding for Other General Fund Grants[16]	Increases Funding for Rapid Enrollment Grants[17]	Corrects Funding for Other Grants[18]
Salaries and wages						
Operating expenses	799,750	60,000				
Integrated formula payments						
Grants - special education contracts						
Grants - transportation						
Grants - other grants		240,000	1,000,000	121,500		
Rapid enrollment grants					1,200,000	
Transportation efficiency						
National board certification						
Accrued leave payments						
PowerSchool						

Total all funds	$799,750	$300,000	$1,000,000	$121,500	$1,200,000	$0
Less estimated income	0	0	0	0	0	597,475
General fund	$799,750	$300,000	$1,000,000	$121,500	$1,200,000	($597,475)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Free Meals to Students Eligible for Reduced Meals[19]	Increases Funding for the Museum of Art[20]	Increases Funding for the Global Bridges Exchange Program[21]	Adds Funding for English Language Learner Grants[22]	Adds One-Time Funding for Free or Reduced Meal Computer Updates[23]	Total Senate Changes
Salaries and wages						$2,415,113
Operating expenses					30,000	1,397,390
Integrated formula payments						278,700,000
Grants - special education contracts						800,000
Grants - transportation						6,500,000
Grants - other grants	1,072,000	20,000	100,000	2,500,000		(2,115,539)
Rapid enrollment grants						1,200,000
Transportation efficiency						
National board certification						
Accrued leave payments						(322,068)
PowerSchool						6,000,000
Total all funds	$1,072,000	$20,000	$100,000	$2,500,000	$30,000	$294,574,896
Less estimated income	0	0	0	0	0	71,684,108
General fund	$1,072,000	$20,000	$100,000	$2,500,000	$30,000	$222,890,788
FTE	0.00	0.00	0.00	0.00	0.00	0.00

[1] Funding is added for cost-to-continue 2013-15 biennium salaries and benefit increases and for other base payroll changes. In addition, $100,000 from the general fund is provided for market equity related to attrition in the director of school finance position.

[2] The following funding is added for 2015-17 biennium performance salary adjustments of 2 to 4 percent per year and increases in monthly health insurance premiums:

	General Fund	Other Funds	Total
Salary increase - Performance	$206,948	$422,861	$629,809
Health insurance increase	141,529	294,592	436,121
Total	$348,477	$717,453	$1,065,930

[3] Funding is adjusted for various federal and special fund grants.

[4] Integrated formula payments are increased to provide a total of $2,030,800,000, of which $1,811,666,000 is from the general fund and $219,134,000 is from the state tuition fund. This level of funding represents a $278,700,000 increase from 2013-15 base level integrated formula payments and a $130,800,000 increase over the executive recommendation. Base level funding for integrated formula payments is adjusted for the following:

Executive Budget Adjustments:	
Cost-to-continue second year integrated formula payment increase	$62,000,000
Projected student growth	104,000,000
Increases in per student integrated formula payment rates	126,400,000
Weighting factor adjustments	600,000
Base adjustment for unobligated 2013-15 appropriation	(25,600,000)
Increase in local cost share, including local property tax and income based on the executive recommendation relating to oil tax production and distribution	(119,500,000)
Total executive budget increase in integrated formula payments	$147,900,000
Senate Adjustments:	
Anticipated reductions in local oil tax revenue	$48,000,000
Adjustments to property tax estimates	6,000,000
Additional property tax relief	22,000,000
Adjustments to per student integrated formula payment rates	(6,000,000)
Additional professional development days	20,000,000
Increase in "at risk" factor	39,000,000

Adjustments to school size weighting factors	1,800,000
Total Senate increase in integrated formula payments	$130,800,000
Total adjustment to base budget integrated formula payments	$278,700,000

[5] Funding for transportation grants is increased to provide a total of $60 million from the general fund.

[6] Funding for special education contract grants is increased to provide a total of $17.3 million from the general fund.

[7] Funding is added for a college and career readiness program to provide for the cost of advanced placement teacher professional development and related expenses.

[8] The PowerSchool factor is removed from the state school aid formula and $6 million is provided for PowerSchool from the general fund in a separate line of the department's appropriation.

[9] Funding for the mentorship grant program is increased to provide $3 million from the general fund for an expanded teacher, principal, and instructional coach mentoring program.

[10] Funding for salaries and wages is increased to support content positions in math and science. The department anticipates converting current FTE positions.

[11] Funding is increased for the administration of the safe and healthy schools unit, including salaries and wages and operating expenses.

[12] Funding is increased for information technology maintenance to update the state automated reporting system (STARS) ($112,000) and updates to the department's website ($48,000).

[13] Funding is added to support the statewide accreditation system.

[14] Funding is added to support statewide training and implementation activities to advance the deployment of principal and teacher evaluation programs, including $240,000 for grants.

[15] Funding for adult education grants is increased to provide a total of $4,110,411 from the general fund.

[16] Funding is increased for the following other grants provided from the general fund:

	General Fund Increase (Decrease)	Total General Fund
Teacher center network	$54,000	$414,000
LEAD Center	$7,500	$267,500
North Dakota Young Entrepreneur education program	20,000	140,000
"We the People" program	5,000	25,000
Pathfinders Parent project	15,000	146,106
National writing projects	20,000	193,000
Total general fund	$121,500	$1,185,606

[17] Funding is increased for rapid enrollment grants to provide a total of $14.8 million from the general fund as one-time funding.

[18] The funding source of other grants is adjusted to reflect the funding included in the executive recommendation.

[19] Funding for grants is added to provide free breakfast and lunch to students eligible for reduced meals.

[20] Funding for a grant to support the North Dakota Museum of Art educational outreach initiative is increased to provide a total of $435,000 from the general fund.

[21] Funding for a grant to the Global Bridges exchange program is increased to provide a total of $250,000 from the general fund.

[22] Funding is added to provide English language learner grants.

[23] Funding is added for the one-time cost of computer updates related to providing free breakfast and lunch to students eligible for reduced meals.

This amendment also:

- Removes a section relating to a transfer of $300 million from the strategic investment and improvements fund to the school construction loan fund for the purpose of providing additional school construction loans;
- Removes a section relating to assumptions included in the executive recommendation for integrated formula payments;
- Removes a section relating to the establishment and funding of a school construction revolving loan fund;
- Adds sections to amend Sections 24-02-03.3 and 39-01-03 relating to the management of state-owned licensed motor vehicles and the use of motor vehicles owned by the state to allow the North Dakota Museum of Art to use motor pool vehicles;
- Adds a section related to the distribution of CPR grants for training at both the high school and middle school levels; and
- Amends a section related to the salary of the Superintendent of Public Instruction to provide for a 3 percent increase each year of the biennium.

Senate Bill No. 2013 - State Library - Senate Action

	Base Budget	Senate Changes	Senate Version
Salaries and wages	$3,780,053	$423,714	$4,203,767
Operating expenses	1,895,726		1,895,726
Grants	2,519,000	616,500	3,135,500
Accrued leave payments	75,354	(75,354)	
Total all funds	$8,270,133	$964,860	$9,234,993
Less estimated income	2,394,145	45,116	2,439,261
General fund	$5,875,988	$919,744	$6,795,732
FTE	29.75	0.00	29.75

Department No. 250 - State Library - Detail of Senate Changes

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Increases Funding for State Aid to Public Libraries[3]	Adds One-Time Funding for Library Repair Grants[4]	Total Senate Changes
Salaries and wages	$155,283	$268,431			$423,714
Operating expenses					
Grants			366,500	250,000	616,500
Accrued leave payments	(75,354)				(75,354)
Total all funds	$79,929	$268,431	$366,500	$250,000	$964,860
Less estimated income	23,076	22,040	0	0	45,116
General fund	$56,853	$246,391	$366,500	$250,000	$919,744
FTE	0.00	0.00	0.00	0.00	0.00

[1] Funding is added for cost-to-continue 2013-15 biennium salaries and benefit increases and for other base payroll changes.

[2] The following funding is added for 2015-17 biennium performance salary adjustments of 2 to 4 percent per year and increases in monthly health insurance premiums:

	General Fund	Other Funds	Total
Salary increase - Performance	$128,060	$10,835	$138,895
Health insurance increase	118,331	11,205	129,536
Total	$246,391	$22,040	$268,431

[3] Funding for state aid to libraries is increased to provide a total of $2,133,000 from the general fund.

[4] One-time funding is added for library repair and maintenance grants.

Senate Bill No. 2013 - School for the Deaf - Senate Action

	Base Budget	Senate Changes	Senate Version
Salaries and wages	$6,932,905	$821,327	$7,754,232
Operating expenses	1,908,794	139,502	2,048,296
Capital assets	191,762	675,412	867,174
Grants	200,000		200,000
Accrued leave payments	134,846	(134,846)	
Total all funds	$9,368,307	$1,501,395	$10,869,702
Less estimated income	1,568,928	124,642	1,693,570
General fund	$7,799,379	$1,376,753	$9,176,132
FTE	44.61	1.00	45.61

Department No. 252 - School for the Deaf - Detail of Senate Changes

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Adds One FTE Adult Services Position[3]	Increases Funding for Extraordinary Repairs[4]	Increases Funding for Equipment[5]	Removes Funding for IT Equipment[6]
Salaries and wages	$313,251	$378,476	$129,600			
Operating expenses						
Capital assets				65,912	52,500	(43,000)
Grants						
Accrued leave payments	(134,846)					
Total all funds	$178,405	$378,476	$129,600	$65,912	$52,500	($43,000)
Less estimated income	(91,285)	17,231	0	0	52,500	(43,000)
General fund	$269,690	$361,245	$129,600	$65,912	$0	$0
FTE	0.00	0.00	1.00	0.00	0.00	0.00

	Increases Funding for Operating Expenses[7]	Adjusts Funding Source of Operating Expenses[8]	Adds One-Time Funding for Boiler Replacement & Other Projects[9]	Total Senate Changes
Salaries and wages				$821,327
Operating expenses	139,502			139,502
Capital assets			600,000	675,412
Grants				
Accrued leave payments				(134,846)
Total all funds	$139,502	$0	$600,000	$1,501,395
Less estimated income	89,196	(500,000)	600,000	124,642
General fund	$50,306	$500,000	$0	$1,376,753
FTE	0.00	0.00	0.00	1.00

[1] Funding is added for cost-to-continue 2013-15 biennium salaries and benefit increases and for other base payroll changes.

[2] The following funding is added for 2015-17 biennium performance salary adjustments of 2 to 4 percent per year and increases in monthly health insurance premiums:

	General Fund	Other Funds	Total
Salary increase - Performance	$141,193	$8,438	$149,631
Health insurance increase	220,052	8,793	228,845
Total	$361,245	$17,231	$378,476

[3] Funding is added for 1 adult services FTE position for the western part of the state.

[4] Funding for extraordinary repairs is increased to provide a total of $192,174 from the general fund as follows:

Activities building repairs	$20,174
Parking lot and lighting repairs	64,000
Dining room flooring and ceiling	30,000
Kitchen coolers	46,000
Asbestos testing and abatement	32,000
Total	$192,174

[5] Funding for equipment over $5,000 is increased to provide a total of $75,000 from special funds for a lawn tractor ($15,000) and a skid steer tractor ($60,000).

[6] Funding for information technology equipment over $5,000 provided during the 2013-15 biennium is removed.

[7] Funding for operating expenses is increased.

[8] The funding source of operating expenses is adjusted to increase funding from the general fund.

[9] One-time funding is provided for boiler replacement and Smith Building projects.

Senate Bill No. 2013 - Vision Services - School for the Blind - Senate Action

	Base Budget	Senate Changes	Senate Version
Salaries and wages	$4,415,180	$369,061	$4,784,241
Operating expenses	707,006	157,700	864,706
Capital assets	35,364	46,590	81,954
Accrued leave payments	87,463	(87,463)	
Total all funds	$5,245,013	$485,888	$5,730,901
Less estimated income	743,427	(111,584)	631,843
General fund	$4,501,586	$597,472	$5,099,058
FTE	30.00	0.00	30.00

Department No. 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Increases Funding for Reclassification of Position[3]	Increases Funding for Extraordinary Repairs[4]	Increases Funding for Operating Expenses[5]	Adds Funding for Low-Vision Clinic[6]
Salaries and wages	$119,910	$221,191	$27,960			
Operating expenses			22,000		107,200	5,000
Capital assets				14,090		
Accrued leave payments	(87,463)					
Total all funds	$32,447	$221,191	$49,960	$14,090	$107,200	$5,000
Less estimated income	(200,739)	33,162	0	(7)	0	0
	$233,186	$188,029	$49,960	$14,097	$107,200	$5,000

General fund						
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding to Replace Server[7]	Adds One-Time Funding for Special Assessments[8]	Adds One-Time Funding for Equipment[9]	Total Senate Changes
Salaries and wages				$369,061
Operating expenses	2,500		21,000	157,700
Capital assets	13,500	19,000		46,590
Accrued leave payments				(87,463)
Total all funds	$16,000	$19,000	$21,000	$485,888
Less estimated income	16,000	19,000	21,000	(111,584)
General fund	$0	$0	$0	$597,472
FTE	0.00	0.00	0.00	0.00

[1] Funding is added for cost-to-continue 2013-15 biennium salaries and benefit increases and for other base payroll changes.

[2] The following funding is added for 2015-17 biennium performance salary adjustments of 2 to 4 percent per year and increases in monthly health insurance premiums:

	General Fund	Other Funds	Total
Salary increase - Performance	$68,192	$14,829	$83,021
Health insurance increase	119,837	18,333	138,170
Total	$188,029	$33,162	$221,191

[3] Funding is added to convert an existing vision assistant position to an orientation and mobility specialist position serving the western part of the state, including salaries and wages and operating expenses.

[4] Funding for extraordinary repairs is increased to provide a total of $49,454 from the general fund.

[5] Funding for operating expenses is increased.

[6] Funding is added for operating expenses related to an annual one-day low-vision clinic in public schools.

[7] One-time funding is added for information technology equipment over $5,000 ($13,500) and operating expenses ($2,500) to install a server and wireless access points.

[8] One-time funding is added to payoff a special assessment.

[9] One-time funding is added for equipment less than $5,000, including lawn mower/tractor sweep attachment, wall unit air conditioners, floor cleaners, vacuums, washer, dryer, and refrigerator.

2015 HOUSE APPROPRIATIONS

SB 2013

2015 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

SB 2013
3/10/2015 AM
24589

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Kenneth M. Torkelson

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind; to create and enact a new section to chapter 54-24 of the of the North Dakota Century Code, relating to the state library operating fund; to amend and reenact sections 15.1-02-02, 15.1-07-33, 24-02-03.3, and 39-01-03 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction, PowerSchool, and the management and use of motor vehicles owned by the state

Minutes:

Attachments: #1, #2, #3, #4, #5, #6, #7, #8.

Chairman Monson: Called the meeting to order.

Kirsten Baesler, State Superintendent of the Department of Public Instruction: Attachment #1 (2:56)

Stephanie Gullickson, Director of DPI's Fiscal Unit (9:02) Attachment #2

Referencing page 1 and 2

Chairman Monson: In your column three, what does the CPR grant, one-time, SB 2238, where there's $400,000 left out of the $450,000 that was appropriated.

Gullickson: That was a special grant that we received for CPR training for high school. It was in SB 2238. We have done numerous outreach programs. We have sent out newsletters, sent out emails, we've tried to contact schools and let them know this funding's available. But the schools didn't take advantage of the grants. And so, it seems no matter what we did, they didn't request this money. I'm not sure if it had to do with the fact it was just for high school, or if it had to do with the fact that there was a matching component. But schools didn't take advantage of the funding. There was an amendment to allow that money to be carried forward to the 15-17 biennium, and also expand the program into middle schools. The Senate did approve that. So we're hoping that maybe that will allow that money to get out to the schools a little bit better. So that's really what happened with that money.

Chairman Monson: If we appropriated $450,000 and despite all your efforts, only $50,000 was spent, why add? Is that $450,000 of new plus carryover the $400,000?

Gullickson: That would be our carryover. So whatever we didn't spend in the current biennium would just be carried over into 15-17, and also the program would expand to allow middle school in hopes that more schools would take advantage of the funding.

Chairman Monson: What do you plan to do differently this time?

Gullickson: Since the program was new, sometimes it takes a while for these programs to get off the road. Also, we would expand it to middle school in hopes that more schools would take advantage of the funding. The problematic area again is that there is a matching requirement. And so, sometimes schools decide that since there's a matching component, it's not worth their effort possibly.

Sheila Sandness: Legislative Council: When we calculated the Department's base budget, those grants were included in their base budget, not as one-time funding. So it's in their base budget, and so it's not a carry-over. That $400,000 will get turned back, and the amount is in their base budget. The Senate did not take it out of their base budget. So they're actually going to have $450,000 of new money in the new biennium. The $400,000 would come back, is turned back, and the 450 is in their base budget. The way we showed it on the green sheet, is, with the executive recommendation, if you look at the back of the green sheet where we have the attachment, you'll see that the executive budget will show that as a reduction or a removal by the executive budget. But the Senate did not move that reduction over into their version of the bill, so it's still in the budget as you have it here, but it's new money, not carryover money.

Chairman Monson: That was what I was thinking, because column three is all turnback money, correct?

Sandness: It's turnback money in her testimony and in the bill. And it's new money in the bill because it's in their base budget.

Chairman Monson: On item 41; is that $500,000 turned back?

Gullickson: That was a one-time school safety grant included in SB 2267, and we anticipate that the schools won't spend the $500,000 so that would be true turnback. Correct.

Chairman Monson: There is no plans to do that again this coming biennium.

Gullickson: We have not had any plans to carry that forward.

Chairman Monson: Rapid Enrollment grants that didn't get spent? The $3.66-million. That, I'm assuming is students just didn't show up as fast as planned? Or the schools didn't grow as fast?

Gullickson: That would be a grant that didn't get sent out because there was criteria, and there weren't students to use those funds. So that again would be a true turnback.

Chairman Monson: The $36.9-million turnback is basically over-estimated. Part of it was that taxable valuations rose so fast that they had more local money, and therefore we didn't have to kick in as much state money? Is that kind of the explanation of it, or not as many students? So this is actually what in the old days we called contingency money?

(19:29)

Gullickson: Cont. attachment #2, page 3.

Chairman Monson: We were talking about STARS yesterday. Would you explain what STARS is, and MIS?

Gullickson: STARS is the STate Automated Reporting System that we have. And if you want a very thorough explanation of what it is, I can have Steve Snow come up. I can tell you that it's our State Automated Reporting System that we've had for, I can't even think of how long. It's used to collect numerous reports from the school districts, and also work with the school financial reports that Jerry Coleman gets. There's also a Federal component that receives some Federal applications for programs. So it's actually a pretty vast reporting system that schools use to report to the Department.

Chairman Monson: How does it tie in with PowerSchool? That's where we were talking about, you know, how all the schools are on PowerSchool now. The state is paying for that. How does that tie in to STARS? Or does it at all?

Gullickson: That is a Steve Snow question.

Steve Snow, Director, MIS Unit, DPI: All of the public schools in North Dakota are on PowerSchool. I think that was as of February last year. So PowerSchool is a student information system, so the school manages their bell schedules, their courses, their grades, all those daily operation things in PowerSchool. PowerSchool feeds are launched into a data system on a nightly basis. We pull that data into a launch tomb(?) data base, and a subset of that data is fed over to help with the enrollments and some of the data we collect from STARS. So STARS collects data based off of federal and state requirements. We do the enrollments and figure out the foundation aid, we do some of the Federal data collection for some of the Federal data we need to submit. So that's what STARS does. PowerSchool is kind of your daily operational system for the schools, and it kind of aggregates a lot of that PowerSchool data and it feeds some of that data to us.

Chairman Monson: You said public schools use PowerSchool, but I thought all schools could use it or did use it.

Snow: All public schools are being funded by the state, so all public schools are on the state dollar to pay for PowerSchool. It's available for any school, but then they have to pay a different rate, as far as the cost when they pay that directly to the vendor. There are some schools, for instance, some of the parochials out of Jamestown actually are in the same

PowerSchool system as the Jamestown public schools. So there are some parochial schools and some other non-publics that are part of that system. Those schools that are not on PowerSchool, who still need to submit data to STARS, they do it as a direct import into our STARS system. So they still put some of their teacher data, some of the graduation data; there's certain data they need to submit: enrollments.

Chairman Monson: STARS maintenance. It looks like you haven't spent a whole lot of that.

Gullickson: Are you looking at page 4?

Chairman Monson: I'm looking at page 4.

Gullickson: (Refers to page 4)

Chairman Monson: Where it shows Intranet, nothing was anticipated as being spent there, but you did spend $159,000 roughly. Even though it wasn't listed as one of the possible initiatives, you had the ability to move it into totally unlisted things, is that correct?

Gullickson: It was actually part of our website development. As you can see for our website development. Same with Sharepoint. As you can see with our website development, we've spent more than we thought. But with STARS maintenance, we've spent less. That was the nice thing about the initiative pool, we could use it where we needed to use it. Of course, when Supt. Baesler came into office, she walked into a budget that was prepared for her. And so, the nice thing about the initiative pool was we could move funds around and spend them in areas where management decided we wanted to pursue initiatives.

Chairman Monson: I know we gave you the flexibility to use that pool for a lot of different things, but I see Common Core standards there. You spent $75,000 out of the $500,000 and Principal/Teacher evaluations. Some of these are somewhat controversial, but we gave you the authority to use them.

Gullickson: We have spent about almost 62 percent of it, and we have obligated all but about five percent of the pool to date. And we know that we will spend the full amount.

Chairman Monson: It is obligated?

Gullickson: It is obligated in different areas. I didn't put the obligations in here. I just put in the actual expenditures to date. The other part of the initiative pool is starting on page 5.

Gullickson: Cont. Attachment #2, page 5. Go to page 16, unless there's any questions.

Rep. Dosch: I just have a question on, for example, Page 15, the grants to school districts. Let's just take the first one, the summer food service program. It's $32-million. Who determines what those programs are going to be, or how many dollars schools receive? Is that DPI programs? Or is it Federally-dictated?

Gullickson: The first one you're looking at is actually $32-million, a nutrition block. It includes school lunch, school breakfast, and it includes child care food money and summer food programs. That is actually a reimbursement-basis program for the Department of Agriculture. So whenever school districts have children who eat lunch, breakfast, summer food programs, they let us know how many kids ate, and then based on a Federally-stated reimbursement rate, we reimburse them that and then collect the money from the Feds. The other programs, as you go down the page, all the way down to adult education, direct certification, those are all USDA programs, and those are on a reimbursement basis. Below there is actually Department of Education programs. And Education programs are typically a formula basis. So the Department of Education tells us the formula that we have to use to allocate these funds to school districts. So again, it is really not a state program, they're Federal programs and they're dictated by the Federal rules that allow us to spend the funds in the manner we spend them.

Rep. Schmidt: We have noted in several other budgets for other agencies that the Federal dollars are declining, and the state is being required to pick those dollars up. Over the years, have the Federal reimbursements for these programs been pretty much stable? Have they decreased or increased? And what do you think is going to happen in the near future?

Gullickson: The nutrition programs have gone up because they're based on number of children. The USDA programs, the first few I talked about, those have gone up because of the number of kids in the state increases, the number of meals we serve increases, and then the money that we flow through to the schools increases. The education programs have gone through up and down, up and down, up and down. And so, it's very hard to predict what Education federal money we'll have available. Of course we've got some big things on the horizon with the Elementary and Secondary Education Act reauthorization, and there's some big unknowns that we just don't know. Short answer: USDA programs have gone up; Education programs have remained quite stable. Minimal reductions.

(30:25)

Chairman Monson: The USDA programs come through the farm bill, along with the lack of the more politically-correct term, the Food Stamp Program. There's more money spent in that part of the Federal farm program than there is for actual farmers.

Gullickson: Cont. Attachment #2, page 16.

Chairman Monson: It says Senate version. That's the total the Senate has in it? Or is this what they added?

Gullickson: That is going to be the amount the senate included along with our base. So if we would take the base.

Gullickson: Cont. Attachment #2, page 16

Rep. Martinson: I would think we would be sympathetic to the equity stuff, but that's always a hard sell, and I know you guys have enough to do up there. So I would like to ask

you for a little information, but it doesn't have to be something that takes you a long time or any fancy form or anything, but I think we would like to see a list of the positions, and what you currently can offer. And either what they went to, salary-wise, or what you think they should get. I don't think that we can present to the full Appropriations Committee an equity package without pretty specific details.

Gullickson: Just to clarify, a list of open positions, or all of our positions that we have in the department?

Rep. Martinson: At least I'm talking about the ones you're requesting equity for. And I don't care to know names of people. Where they're going might be helpful.

Chairman Monson: When you've got that many open spots, I would like to see your open positions and their titles. And what you're having trouble finding, and like Rep. Martinson said, what the equity pay, or what you're offering and why we're not able to get them.

Gullickson: Absolutely. We can get that for you.

Gullickson: cont. attachment #2, page 16

Chairman Monson: I have a question on your statewide accreditation system #5. Are you doing the accreditation yourself? That's Advanced Ed?

Gullickson; We contract with Advanced Ed. But if we're going to talk about the detail, I would have to defer to Sherry Houdek. She is the director of that unit.

Chairman Monson: I see Sherry is going to be coming up later, I believe. Well, you can continue on. I just want to make note that that's one of the questions I saw, how you're handling accreditation, and talk a little bit about that. So the $799,750; I'm assuming that's the contract cost for Advanced Ed.

Gullickson: That's correct. If we look on page 24, there's actually a breakout of costs. We have a breakout of the annual fees that we pay to Advanced Ed for the contract. We have some reporting costs in there. We also have some training and support for external visits by the contractor. And those costs are all broken out for you on page 24.

Chairman Monson: Any other questions to this point? Continue.

Gullickson: Cont. Attachment #2

Chairman Monson: The Senate gave you more than the Governor asked, or recommended?

Gullickson: In equity, they did. HRMS had a different methodology for determining equity and when they went through and determined equity, they came up with a higher number than what we did. So we obviously support that request, that amount.

Rep. Schmidt: When you have a vacant position and it lasts for a month, two months, three months, you have a lapse in salary dollars. What do you do with those dollars that are in lapse?

Gullickson: Typically, we have to leave a lapse in time because we have a leave payout. So we've had some pretty significant leave payouts in the last couple of years because we have some long-term employees that have retired. And some of those payouts get to be very expensive. And so, we do try to recruit right away, but if we have any extra salary dollars, that's typically what we use them for. Our salary line is actually very tight.

Chairman Monson: You had 21 vacancies. That's got to be pretty good number of dollars rolled up after a while if you aren't filling them.

Gullickson: Some of those 21, we filled right away because we were able to find people. Some of them we've had difficulty finding people to fill those positions. Like I had mentioned in my testimony, we've offered positions and people have declined when they learned what the salary is. So, yes, but we have also had some pretty significant payouts in leave.

Chairman Monson: How many employees do you have in total?

Gullickson: We have 99.75 employees, and we've had that for the last several biennia. We have not asked for an increase.

Rep. Sanford: The valuation systems; is somebody going to give us a little overview of that later on, I can wait.

Gullickson: I can have Gwen Marbeck come up and explain that to you. That is out of my wheelhouse, but she is here to provide that information for you, and we can absolutely do that if you would like.

Chairman Monson: Is she on the list to be up here later?

Gullickson: Cont. attachment #2, page 28

Rep. Dosch: If we could look at page 28 for a second on the State Grants Optional Budget request. When you say state grants, this is state money right? General fund dollars? So we're going from column 3, which is your base budget of $5.7-million, and you're requesting a $2.8-million increase to bring you up to $8.6-million, which is roughly a 50 percent increase. In my view, this budget is simply unsustainable period. Then you see something like your optional requests go through, has there been any consideration in the fact that the time this is put together to today, that we've had a $4-billion decrease in the state's funding? And yet, you know, DPI just seems unscathed by this? Have you taken a look at where the funding for DPI comes from? I mean, our K-12 system, all of that, and realize how dependent we are on oil revenue to fund this now? Call it property tax relief. Call it whatever. But, it really is kind of upsetting when I see optional requests 50 percent increases, tells me there's no regard for what's really going on. And when we see these huge increases in the budgets, the reality is, in my opinion, and I could be wrong, but this is unsustainable. I mean, you look two to four years down, and you're going to have over a

$3-billion budget in K-12, and, at best, with flat state revenues, isn't any of that taken into account when some of these requests have been brought forward?

Gullickson: The state flow-through grants are independent entities, and they all come in with their own budget requests. DPI has very minimal oversight. The only oversight we really have of these agencies is that we ask for annual reports. So they're independent entities that come forward with their own optional packages. When we did our optional packages, we did go through and look at sustainability. And if you look at our optional package requests, they're really initiatives that we started in the current biennium that we need to continue in the next biennium. And I really think the large increase in our budget has to do with state aid, and that's simply because there's a per-pupil payment with state aid, and as the students increase, then, of course, we have more state aid.

Chairman Monson: Your flow through grants; you're saying you really have no input in those? The people or the organizations that these flow through are the ones that come in and ask for that money. You have no input?

Gullickson: That is really true. We don't have any authority that allows us. The only authority that we have in law right now is to collect an annual report from them. Other than that, we have very minimal authority that we have over these flow-through grants. And they're all independent entities. Whether it runs through NDSU, some of them run through UND, some of them run through education centers practices boards. They're all education-related entities, but they're not under our control.

Chairman Monson: Over the years, legislators have put these in because they are related to education in some way, shape or form. But I'm thinking it would have been wise before they put this kind of money request in, that you could have guided them a little. It's not your role, but it probably would save a little heartache here, among some of us. A 50-percent increase in some of these is pretty substantial.

Supt Baesler: Two questions I think you wanted some more information about and clarification. The accreditation and the evaluation. I will provide you that 30,000-foot(?), if you want more detail of the actual program timelines, specific dates, specific training. Both of those issues, those projects, are under our teacher school effectiveness unit. Dr. Sherry Houdek is the director. She is away on business today, and this is our assistant director, Gwen Marback. Accreditation, Advanced Ed accreditation; as you remember, last session I shared with you, Advanced Ed accreditation used to be known as NCA accreditation. They reorganized and renamed themselves Advanced Ed. It does the accreditation for our school districts in the Upper Midwest area.

Chairman Monson: All you do in your department is say "Approved" or "Not Approved."

Baesler: Correct. In the 2009 session, I believe, it was either 2009 or 2011, all the accreditation rules was removed from Century Code, and the legislature went to a six-step approval, where we just checked six very basic things, and the Dept. of Public Instruction now approves a school district, and removed the accreditation.

Chairman Monson: How is that working for you?

Baesler: The approval is fine. It's very cursory; it's very regulatory. It was really non-focused on continuous improvement.

Chairman Monson: You don't have people up there with rulers going through the MISO3s?

Baesler: We still have MISO3s that need to be required for highly qualified. We have to do those steps in the back end, but to meet your approval requirement of every school will have a teacher that is highly qualified teaching in that content area. So we still have to verify that, but it is not the accreditation process that was more focused on school improvement, continuous evaluation of governance and professional development, and the whole comprehensive system of what makes a good school. So our larger school districts were taking advantage of the NCA/Advanced Ed accreditation process. They chose to be accredited. And along with removing that check mark that was previously in existence in our school districts required by our state, the legislature also directed the Dept. of Public Instruction to look at the idea of having a statewide accreditation system that was comprehensive and valuable. And so, during that interim period, the Dept. of Public Instruction did bring a team together of community members, educational leaders, and determined that it would be of value to have a requirement of a statewide accreditation system. 2013 I brought that recommendation to the legislature, and also with the recommendation at this point in time, Advanced Ed was the most suited vehicle in order to have that statewide accreditation. And so, fast forward again to this past biennium. We have instituted the accreditation system of all of our schools through the Advanced Ed system. We have instituted this. Those that were never on the Advanced Ed accreditation system before have been rolled into it. There's a five-year external review process. Those that previously been paying for it on their own, and were in the review cycle, continued on that cycle. Mrs. Marback can talk a little bit more detail about that. There are some components; there are many areas of state Century Code that has requirements put onto our school districts, and required of our school districts. We have incorporated through the accreditation system the review of making sure that those schools are in compliance with all the areas of the Century Code that the state legislature has inserted. And so that's part of our North Dakota assurances, so it gives us a streamlined vehicle to make sure there's an external process and review of all of those. It has also allowed us to incorporate a principal/teacher evaluation system. And that is how we monitor to make sure. Because there is no law, and our evaluation system in North Dakota is much different than it is in any other state that may have applied for the waiver, which we did not. We withdrew our waiver. We saw the value of a principal/teacher evaluation system, but we saw the value in doing it the North Dakota way on a North Dakota timeline. And we've chosen Advanced Ed accreditation to implement that

(57:04)

Chairman Monson: So they do the whole package, or you do stuff above and beyond what they provide you?

Baesler: Not wanting to overly burden the school districts, the requirements that we have put forth, that the legislature has put forth, and the Dept. of Public Instruction requires for approval, has been inserted into that one reporting process.

Chairman Monson: Do you do any of the old school improvement stuff? Or has that all been rolled into this now, and this is the whole package?

Baesler: This is the whole package. The school improvement is now delivered through the Advanced Ed accreditation system. So it's systematic across the state, which allows for that scalability of good ideas, of innovation. If everyone is operating on that same system, there is that opportunity for school improvement, what's working in one district can be carried over to another district.

Recessed 10:00 am

Reconvened 10:15 am

(59:33)

Paul Olson, Superintendent of North Dakota Vision Services/School for the Blind (NDVS/SB): Attachment #3

(1:10:20)

Tami Purcell, Business Manager, ND Vision Services/School for the Blind: Attachment 3

Chairman Monson: This is an unduplicated count, I'm assuming. Last biennium you had 206 different people, and now, in the first 18 months, you had 169.

Purcell: Correct. So it's one-time, but we may serve that individual monthly, weekly, it just varies by the individual's need. Or it may be only once. Maybe they needed a vision eval to determine if they needed additional services, so then we'd only serve them once.

Chairman Monson: Consultations, though, are duplicated. The same person maybe two or three or four times, whatever it takes?

Purcell: Yes.

Purcell: Cont. attachment #3 page 6, 7, 8, 9

Olson: Cont. attachment #3

(1:26:09)

Rep. Dosch: Could you talk a little about the estimated income. I'm basically looking at page 8. Just explain that a little bit. I see the Senate reduced it. Could you just go through that line item?

Olson: I'm going to defer to Tami on that question.

Purcell: Our main funding source, we have what is called School for the Blind Fund, and I refer to it as special funds. Our main funding sources are Land Department revenue and rental income. The majority of our rental income comes from Grand Forks public schools, and we are currently leasing to an early Head Start program, and we lease office space to School for the Deaf.

Rep. Dosch: The base budget last time was $558,000. And you said the optional request was $340,000. Where is that? What is that figure?

Purcell: Our special fund revenue we can carry over from biennium to biennium. And it just happened, and it may change, I realize, but the Land Department increases because of the oil were about 50 percent of what we normally had, so going into 2015-17, this revenue is our own revenue, but it's received from the Land Department, and rental income, and we can carry it forward from biennium to biennium. Does that clarify? And we had extra money projections for 15-17 because our Land Department had gone up.

Rep. Dosch: Under the Executive recommendation he's recommending $1.2-million, and the Senate reduced that by $604,000. Why did the Senate reduce that?

Purcell: The reduction was because they took out; actually they funded the project with $590,000 of, that capital project was funded by the executive budget of $590,000 of special fund revenue, that Land Dept. and rental income, and so they took out $590,000 and then the balance is salaries that the executive budget included in.

Chairman Monson: If I'm reading this page 8 correctly, it's not set up the way that many of the other budgets that we've had have been. We wanted everything based off the base budget. When Senate changes occurred, I think we're going to have to, as a committee, look at our green sheets to get the picture. It took us the whole first half of the session to get used to budgeting or working the budgets the way we are doing it this year, which is relatively new to us. So your increase, actually the Senate didn't decrease anything from your base, if I'm reading this right; they actually increased.

Purcell: With the optional packages that they supported, that statement is correct, because some of our optional packages included special funding.

Chairman Monson: Let's just take your salaries and wages, though. Base budget request. I'm not even sure that's the request. I don't even know if I should be using page 8, really. Sheila, is the green sheet the one we should work off of, as a committee?

Sheila Sandness, Legislative Council: I think I would work from the green sheet because that will explain; it will show you the difference between the base budget, the executive recommendation and the Senate version. I think the answer to Rep. Dosch's question; the reason it shows a reduction in estimated income is because when the Senate took out that capital project, that capital project was funded with $590,000 of special funds. And, so, by

removing that, they reduced their estimated income appropriation. The big chunk of that has to do with the removal of that project. Does that make sense?

Chairman Monson: Any other questions?

Allan Peterson: ND Association of the Blind: Attachment #4

Recess 10:55 am
Reconvened 11:00 am

(1:39:15)

Dr. Connie Hovendick, Superintendent of the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing: Attachment #5

(1:51:45)

Michael Loff, Business Manager, School for the Deaf, Devils Lake Attachment #5, page 9, 10, 5, 8

(1:57:55)

Rep. Martinson: Didn't the Senate tell you, when they did this, that we're doing this to all the budgets?

Loff: I'm not doing this to point fingers. I'm just saying that this is our position.

Rep. Martinson: We know that. We know all that. And we did it, too.

Chairman Monson: On March 18, we have the Moody's Report with the new numbers for revenue projections, and it doesn't look like it's going to be even as good as what we worked on, probably. So we won't know until the 18th, and for everyone in the room, actually, we aren't going to be kicking out any of these budgets until the 18th, or after the 18th, when we've got that information updated. Then we'll be getting real serious about what we'll be doing with these budgets. In the meantime, we'll be looking at different programs in every budget, seeing what changes we can make that the Senate either put in and we think it's too much, or that the Senate took out and we think it was too much, or whatever. Just so you know how our committee is going to proceed, and right now, we're interested mostly in the budget, although your budget as well as the whole bill is policy and budget. We know you need to tell us what you do, and that's fine.

Loff: Cont. attachment #5

Chairman Monson: Do you have a map of your campus here, because I, like the Smith Building doesn't mean much to anybody who hasn't been there, and I've been there a number of times, and I still need to be reminded where the Smith Building is.
Which one do you rent out?

Loff: The school building is the biggest one.

Chairman Monson: That's the one over on the left side. Then you have the Trades Building, you have nothing happening other than buildings and grounds uses that?

Loff: We have martial arts there. The School Building is, that Hall Building and basically the gym is all part of the Head Start program.

Chairman Monson: You rent that entire building out? You don't use any part of that for your own?

Loff: Right. That's all Head Start. Other than the gym, which has multiple users.

Chairman Monson: How many students do you have?

Loff: About 20 of ours.

Chairman Monson: And they range from…

Loff: Pre-school to 8th grade.

Chairman Monson: And any older students go to Devils Lake public school, and get mainstreamed.

Loff: They'd be mainstreamed and supported by our interpreters, and a deaf teacher.

Chairman Monson: You have older kids in the dorm?

Loff: We have five.

Chairman Monson: Revenue from the park board? When they use the swimming pool, you've got revenue there, or do they just kind of use that and you're providing a community service? How does that work?

Loff: The pool kind of gets to be a community service of sorts. You've got Park Board, you've got students from the public school that come over, like the track team and football team. There's not a lot of revenue from the pool itself.

Chairman Monson: Any questions, committee, other than on the money end of it? Then we can concentrate on the money, both revenue and expenditures. I think we need the green sheets to really get to the way we've been working the budget. We start with the base budget and then we've been using what the Senate has changed. For the most part, we don't have much to do with what the Governor recommended, because that's kind of history already, when the Senate has done their thing with it already. It's a bit of a guideline for us. Do you have anything else you need to add, before you get into money?

(2:04:50)

Loff: I would go back to page #5 and talk a bit about column #3, the base budget. And some limited reference to the executive budget. It kind of winds together a bit.

Chairman Monson: Given your column #3 on page #5; is base budget request, and that's before the Governor even recommended anything. Really, we're working off of Column #2, your appropriation from 2013-15, and that's kind of what we're looking at as a base budget. Then, whatever the Senate did. So, when we look at column #2, and compare it to column #5, we see that the Senate, for salary and wages, added approximately $700,000. Operating went up a little bit. Your capital assets went down, and that's because you've completed your renovations. Is that correct? To your dorm?

Loff: Yes. It's different projects. Cont. attachment #5

Chairman Monson: So, by investing some one-time funds into remodeling some of your buildings, we have actually increased your rent. And the fact that your superintendent does not live in the house, that rent comes back in.

Loff: That goes into our capital projects, for the most part.

Chairman Monson: Our investment by the legislature the past few biennia to increase your rentability has increased your special fund revenue by about 34 percent. Correct?

Loff: Part of that is Land Bank, but yes. Cont. attachment #5

Chairman Monson: What did the Senate fund out of that?

Loff: They left in the $867,000. They left in the boiler, some parts of the Smith Building. They also left in; we had requested a skid steer tractor and a lawn tractor; they left all that in.

Chairman Monson: I'm not finding the lawn tractor and skid steer loader.

Loff: They are the top paragraph of page #6, the bottom line.

Chairman Monson: OK.

Loff: Cont attachment #5

Chairman Monson: Out west, being where?

Loff: Beyond Bismarck. West.

Chairman Monson: Dickinson?

Loff: Just the general west.

Chairman Monson: So this would be a person that would be housed in Bismarck, and then travel?

Loff: Possibly. Someplace that would cover the western part of the state.

Chairman Monson: And this would be for all ages?

Loff: Primarily for adult services.

Chairman Monson: I see my guys are already working on calculators. We'll be working through the green sheets and trying to look at what you've got here. Do you have anything else that you need to present?

Loff: If you have no questions, I am done.

Hovendick: When you see the salary increase, that is the outreach position.

Chairman Monson: I see they did increase the FTE by one.

Hovendick: Right now we only have two adult outreach; one in Devils Lake and one in Grand Forks. So we have a lot of need in that area. In conclusion, I am honored to serve as superintendent of the N.D. School for the Deaf. This is an exciting time of growth for our school. I ask that you please allocate the funds that are included in our original base budget. This would give us the needed staff to provide additional services to adults, and would allow us to begin to bring the Smith Building into compliance. Our mission is to serve persons who are deaf and hard of hearing across the state. With your support, we can continue to make this happen. Thank you for your ongoing support of people who are deaf and hard of hearing.

(2:14:48)

Mary Soucie, State Librarian of North Dakota: Attachment #6

Vice Chairman Streyle: How do you come up with that 2.2-million visitors? Is that an estimate or a guess or?

Soucie: We get an annual report every year from our public libraries. And so those are actual figures that are reported to us from the public libraries.

Vice Chairman Streyle: How do they do that? Do they scan in?

Soucie: Those are actual counts from people that attend the programs, or from the circulation amounts, or some of our libraries have door counters.

Chairman Monson: We have in the past given money for you to grant out to public libraries. Basically, I think our goal was for those grants to help the libraries to get more electrical plug-ins, more computers. How are you coming on that? You're still asking for more.

Soucie: The library vision grants are what you are referring to, and that's what the attachment is. Those grants have typically been used to add libraries to our online database to get materials shared between libraries, and for technology such as adding computers to the library, adding ipads, that sort of thing. They have not been used for construction-related at all.

Chairman Monson: ODIN. One of the things you do is provide for all the university system; anybody who wants to use it?

Soucie: ODIN, which is the Online Dakota Information Network, that is the network that connects our libraries throughout the state. We also have two independent consortia in the libraries, one here in the Bismarck area, and one in the Minot area. Those library vision grants do help libraries join ODIN or add their records to OCLC, which is sort of the under-network that ODIN is based off of. And OCLC is a national database.

Chairman Monson: I saw in one of the letters of support, some public library had said that they are using computers now to access encyclopedias and Googles. They're not buying mostly regular books, are they? It's pretty much virtual?

Soucie: Our libraries still buy a lot of hard-copy books, traditional books. Some of our libraries still provide hard copy encyclopedias; a lot of them have moved to online.

Chairman Monson: I would hope so, because they're obsolete when they come off the press, for the most part. Rep. Streyle holds up his "encyclopedia" with a couple fingers.

Soucie: Rep. Streyle, I hope you're pulling up the encyclopedia that the state library provides to your local public library.

Rep. Streyle: I certainly am.

Soucie: We do have two of our public librarians here, who would like to give just a few brief sentences.

(2:23:30)

Kelly Steckler, Legislative Chair for the North Dakota Library Association/Library Director of the Morton/Mandan Public Library: Attachment #7

Chairman Monson: Any questions for Kelly? Mary, I have another question for you. Do you still provide for K-12 schools, those trunks that travel around? I know when I was a science teacher, junior high lived those trunks with the furs and the history stuff in them.

Soucie: Those are actually from the historical center. We have created some historical displays, and we've partnered with the cultural center, and we send those out jointly so the libraries now get those at no cost. And then the schools have always gotten them that way.

Chairman Monson: So whose budget is that it? Yours or the Historical Society's?

Soucie: It's not in our budget.

Christine Kujawa, Library Director, Bismarck Veterans Memorial Public Library, Attachment #8

Chairman Monson: Anyone else to testify in favor of SB 2013? Anyone opposed? Seeing none, I will close the hearing on 2013 with the idea that we will be talking much about this in committee. And if you think of something else that you feel that you need to share with our committee, you're always welcome to drop us an email or something like that.

Meeting adjourned.

2015 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

SB 2013
3/10/2015 PM
#24613

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Kenneth M. Torkelson

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind; to create and enact a new section to chapter 54-24 of the of the North Dakota Century Code, relating to the state library operating fund; to amend and reenact sections 15.1-02-02, 15.1-07-33, 24-02-03.3, and 39-01-03 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction, PowerSchool, and the management and use of motor vehicles owned by the state.

Minutes:

Attachments: #1, #2, #3, #4, #5, #6, #7, #8.

Chairman Monson: Called the meeting to order. Talk about the pass through grants of SB 2013.

Laurie Stenehjem, Coordinator of the North Dakota Teacher Support System: Attachment #1 (2:28)

Chairman Monson: Why did you ask for the extra $2.1-million if you knew that you didn't have the capacity?

Stenehjem: The $2.1-million did include some extra help for us, so if we wouldn't have gotten that extra help. My program is run by me and two part-time assistants who work on request from their homes. We would have needed for sure some extra help if we were going to do all the programs.

Chairman Monson: What are going to do with the $700,000 extra if you get that?

Stenehjem: What the Governor chose to fund out of that $700,000; that money would go toward principal mentoring and increased support for instructional coaches.

Chairman Monson: You may want to bring the committee members up to speed on the coaches. It's a term I heard somebody ask one of the committee members, what do they mean by coaches?

Stenehjem: Instructional coaches come under many titles. In the state, there are reading coaches, there are math coaches, there are instructional coaches, there are student performance strategists. There are many positions in the state that can fall under the category of instructional coaches. People who are trained as classroom teachers, but are working with the adults in the building in some capacity. What we do is we provide training in coaching that they wouldn't have from their classroom teacher training. I will explain a little more about that a little later. What we do; what our training consists of.

Stenehjem: Cont. Attachment #1

Chairman Monson: I am going to play the devil's advocate. What is the student teaching experience supposed to do that isn't in this mentoring program?

Stenehjem: A couple different areas come into play. In a student teaching situation, often the new teacher comes into a classroom that has been established by an experienced teacher. And so, to have your own classroom is a different experience than walking in where the classroom culture is already established. Or you're doing it under the guidance of a cooperating teacher who knows how he or she wants their classroom established. To go out into the new culture of a totally different school than where you student-taught requires some support. As in any other business, if I were running a bank, I wouldn't hire a college graduate, put them in my trust department with a computer and say, go for it. I would provide some mentoring. If I were running a restaurant, I would certainly want to help develop the culture of that restaurant by training my new people to be the kind of business that I would want them to be. Teachers or districts can really set the culture of their district by how they mentor and support their brand new teachers because if they have ideas of how they want their district to be, passing that on to new people all along the way can certainly develop the culture of that school or district. We just find they come all prepared; it's certainly not that they're not prepared. It's just that it's different to actually be doing the work by yourself than it is to be guided by someone else in a student teaching situation. What we provide is what we call in teaching a gradual release of responsibility. As a student teacher, you have much more guidance. As a first-year teacher, you have some guidance and some support, and eventually you are able to do it alone although in education today, we certainly support collaboration, and we certainly believe that having collaboration all through a teacher's career is important.

Chairman Monson: I think back to my first day on the teaching job, and I had been through the teaching program, and had been student teaching, and I thought I was ready. And I walked into my school, and I had study hall my first period of my day my whole career. And Heidi Heitkamp and 63 of her fellow students in my study hall with no work for any of them, and they sat there and I didn't have a clue how I was going to whip those guys into shape and keep them under control. So they had some homework, at least. It's a whole different thing.

Stenehjem: If you would have had a mentor, he would have had the problem the first day, but you would have had some help to solve it for the future.

Chairman Monson: You've got your mentor program up and running pretty well, so most of this is for coaching and for bringing principals in?

Stenehjem: Part of the increase is necessary because, our biggest expense is paying the mentors to do this work. We pay mentors a stipend, and as we've increased up to 353 new teachers that we're supporting, what we spend is based a lot on the number of new teachers that we're supporting. Since that number has grown so dramatically, and it's possible that number will go down now, but we don't know that for sure. We need to be able to support them or we will have to limit the number of first-year teachers that we can support.

Rep. Sanford: I was at a meeting earlier this fall, and I thought I was still following my former career very closely, but I was really stunned at the significance of the teacher shortage in North Dakota. One of the things that is very clear in the research, and it would have been in my experience, was that if you're going to lose a teacher, you're going to lose them early, and you're going to lose them early because they don't have that total handle on how to work with this new setting. Once you get them through that first year or two, the stats are really strong in terms of career retention and also their capacity to be a better teacher. So I'm just saying that this is a program we experienced in our district in a different format, but I think it made all the difference in the world. In fact, the most highly sought after teachers in N.D. were those that had been mentored and were coming out of that kind of an experience. I think this is a great investment in retention and in quality.

Chairman Monson: I can say out of the class that I graduated from at UND that were going to be teachers, I know some of them that finished their student teaching, and already had second thoughts about what did I go to four years of college to do this for, because they did not like it. I don't know if mentors would have helped all of them, but I know a lot of them weren't teachers about five years later. They had said, you know, this just isn't for me. And that's quite a waste of time and commitment. I don't know how you change that, because when they're going into college and they say, I want to be a teacher, and they put in 3 ½ years, and then they become a student teacher and find out it wasn't quite all they thought it was going to be. If you can save them somehow, salvage them out of there, it's good for them, good for us because we do have a teacher shortage.

18:19

Rep. Guggisberg: I was looking at your numbers here, and it says 75 percent of teachers mentored in 2010 are still teaching, and 93 percent of teachers that were mentored in 13-14 are still teaching. But the other side of that is, do we have numbers as far as teachers who were not mentored that are still teaching? And is it significantly more? I'm guessing it is, but I don't see those numbers.

Stenehjem: We do have those numbers, and I would share them with you. They tend to be about eight or nine percent higher for our program. And one of the things here, too, is that we are basing all of this on our MISO3, so some of these folks may still be teaching in both cases, whether mentored or not, in another place. That doesn't help us in North Dakota, but they may still be teaching.

Chairman Monson: Can you get those numbers for us, because I think that is pretty important.

Rep. Guggisberg: How do you decide who will become a mentor? Is it voluntary, or do you pick certain teachers?

Stenehjem: In our program, we ask the administrator to select the mentor. We send them guidelines, general guidelines to use that research shows increase the likelihood of them being successful mentors. And then they select the mentor.

Chairman Monson: Is it usually within the district? Or do those mentors get hired and sent out? So if I was a teacher than went through the training, became a mentor, and I was from Bismarck, would I maybe find myself out mentoring a teacher in Steele?

Stenehjem: Not without your agreement to do that. We find good mentors wherever we can. Initially, my thought was we would find mentors within the school to mentor the new teachers in that school. That's not always the case. We have quite a variety actually of mentors. We have mentors who mentor across districts. We find that especially with some of our CTE areas, etc., there is probably only one vo-ag teacher in the district, so they may be mentored by someone in a neighboring district. We have retired teachers who mentor people. We have people in different schools in the same district. We have all kinds of varieties. We ask the administrator to find the best person that they think would mentor that new teacher, and then we train and support that person.

Chairman Monson: So you pay the cost to mentor them and you pay them a stipend to go in the summertime, maybe, and get trained?

Stenehjem: We don't pay a stipend for their training. We offer credit to them for their training.

Chairman Monson: How do you offer credit? You're not a college?

Stenehjem: We apply for credit.

Chairman Monson: You help them get credit through a college. They pay for the credit then?

Stenehjem: They would pay for their own credit. We pay for the work that they do as mentors.

Chairman Monson: After they've gone through and gotten trained, then you give them stipends and they get paid also from their regular school? Or is this payment that you give them in lieu of?

Stenehjem: We pay them and their schools do not pay them. Our program, by law, can only serve first-year teachers, new teachers to the profession. There are some districts in the state that offer a second year of mentoring to their new teachers, in their second year, and the districts would pay that themselves. And often use our trained mentors to do that work, but they would pay them for that part. So we pay them for the work they do. At the

end of each semester, they have documented that they have met all these requirements. Their administrator signs off on that and they send it to us, and we pay their stipend.

Cathy Haarstad, Executive director of the Pathfinder Parent Center: Attachment #2. We have a request for flow-through dollars in, that went in as part of the Governor's budget. North Dakota has had a parent training and information center for 27 years, and initially the Center was funded totally through Federal dollars as part of the Individuals With Disabilities Education Act. Several years ago the U.S. Department of Education began to cut back on funding for parent centers, to consolidate discretionary grant programs, and move that money to charter schools. Pres. Bush used to say that if you had a need as an organization, rather than spending the peoples' Federal dollars, you should have to go somewhere and look your neighbors and your local legislators in the eye and explain why you needed that money. And I tend to agree with that, which is why we came to the legislature last biennium for the first time, to request additional dollars for our center. In providing information and training to parents, we work with all parents statewide, but our mission is to give parents and educators the information they need to build positive futures for children with learning difficulties. We are not an advocacy organization; we are an educational organization, and we work very closely with the Dept. of Public Instruction as well as the special education directors in the state of North Dakota to do this work. Often we are working with the 11 percent of parents in our state who are not so thrilled with the services that their child is receiving. And in some cases, probably about half of the parents who contact us have themselves some type of underlying learning challenge or difficulty. So, in the testimony that I'm giving today, I am sharing with you some documentations for your consideration. (Refers to Attachment #2)

Chairman Monson: So your organization works with parents of students with disabilities. Do you work with parents who, themselves, have disabilities?

Haarstad: Yes. And the only way we have of knowing that is if they self-disclose. If they say, I didn't do so well in school. I was in special ed when I was in school.

Chairman Monson: So how do you get in touch with these parents?

Haarstad: Schools refer parents to us. Other family support organizations refer parents to us. We have a statewide website that parents sometimes access. We have a statewide newsletter that goes out to schools and families around the state. A lot of parents hear about us through word of mouth.

31:31

Chairman Monson: Let's say I've got a superintendent up in Edinburg, and I've got a parent who is upset with the IEP or something in their child's education plan, and I can't calm them down, so I say call you.

Haarstad: Yes, you could do that.

Chairman Monson: And you would send someone out or you would visit with them? Or you'd find somebody in that area?

Haarstad: Assuming you have the parent's blessing to share their information with us, because that would be considered confidential information. But if you had obtained their permission to contact us, then we would contact the parent by whatever means seemed expedient. So, by phone or email is where we do most of our work in the state.

Chairman Monson: You don't actually come out and sit in with the parent?

Haarstad: Actually we do. We started doing that about three years ago because it's important for my staff to go to many different types of meetings. If we're going to give parent information and training, we better have been to more meetings than just our own child's IEP. Because if you've seen one IEP, you've seen one. Yes, we do go out when we're invited, and we do at times provide direct support to the parent in the meeting to understand what is going on. Many of the parents we work with are highly anxious, and so if they don't get information, they have a tendency to assume the worst. When, what the school might be doing is perfectly legitimate. And so, having that peer-to-peer reassurance, having another parent say, Well, no. They are just following the law when they do that. We work with parents on how to not go into meetings using the F-word every other word when they're upset; that that's counter-productive. So we do a lot of coaching, if you will, of parents when they need that kind of support. Some families call us. They just want a resource because they have a newly-diagnosed child with autism. And maybe they want to know what resources are in the state, and they asked their doctor and their doctor didn't know. And they asked their child's teacher and the teacher didn't know. So they call us. Other parents need quite a bit of support, in answer to your question, to even participate in the IEP process. So it really depends on the unique needs. Yes, we do go to meetings with families.

Chairman Monson: How many people do you have working in your organization? What's the FTE count?

Haarstad: We currently have six full-time and one part-time employees, and one janitor who cleans for us two hours a week. Our main office is in Minot, and I have a full-time staff person in Bismarck. I have a half-time staff person in Grand Forks. I have three staff in the Minot office who are support staff, and we have one more full-time staff person who is currently in Bismarck and will be moving to West Fargo this spring. I have no one in Dickinson or Williston.

Chairman Monson: So your numbers that are in this graph?

Haarstad: This is the funds we're requesting for the biennium.

Chairman Monson: This is an increase in staff over what you've got now. You're not paying them very much, obviously, if FTE at $17,500. That's pretty cheap labor.

Haarstad: That is combining. You can see for the one FTE, the $17,500 is actually the one-half FTE. I'm able to use some of my Federal dollars for the other part of their salary. We get $204,947 from the U.S. Department of Education to do our work. Our grant for that is competitive, meaning we have to re-apply for the dollars every five years. We have re-

applied, and are waiting to hear if we will be funded, and we have been told that if we are funded, it will be for the next five-year period, it will be at $200,000. So I have to try to keep six staff employed to do this work at that amount. I will also mention that we, in the last six months, raised $11,000 as a parent center for a specific program that we're offering in Minot this summer. It's called an I Can Bike Camp. You bring in a specialized set of bicycles, and people that teach children and adults with developmental disabilities how to ride a two-wheel bike. It costs $11,000 to bring that back in. I had no trouble raising that money for a specific project, but if I were to go to those same people and say, would you give us money just to do our work as Pathfinder, I would find it much more difficult to raise the dollars. So I am saying to the people of North Dakota, is this an important enough service? Do we save the state enough money? And does this benefit enough schools and enough families that we want to sustain this through state dollars? I'm aware that that was what we came to the Legislature last biennium, and the bill with the flow-through dollars passed. They said yes at that time, and we have to look at this every two years and still if this is still worth doing.

Chairman Monson: You estimate you save the state $200,000 a year. So that's $400,000. And you are asking for an increase of $254,764?

Haarstad: We're asking not for an increase of that. We're asking for an increase from $131,000, which is what was given last biennium.

Chairman Monson: So you're close to doubling it?

Haarstad: Just under.

Chairman Monson: Any questions for Cathy?

39:00

Jon Martinson, Executive Director, North Dakota School Boards Association: Attachment #3

Chairman Monson: How many social studies teachers in North Dakota have you been able to send?

Martinson: About 40. Roughly 10 each of the four years we've gone over. I ran into one of the participants from 2011, whom I hadn't seen to talk with about the trip. He said to me, that was the single most interesting and important opportunity he had in his career. He's about 30 years old. It's a remarkable opportunity, and we hope you continue to fund this.

Chairman Monson: The Senate gave you an increase?

Martinson: They did. They saw the value of this, and we were requesting $150,000, which is what we've had in the past, and they increased in by $100,000. Bless their hearts.

Chairman Monson: How much does the Atlantik-Brucke kick in? This doesn't pay for ten teachers to do what you do.

Martinson: I don't actually know what they put in. I haven't seen their books. I haven't asked for their books. I just know approximately what it costs for us each time we send a group over. I don't know what they contribute, but if you've ever put together a tour for ten people in different cities with different people available, it's an overwhelming amount of work.

Chairman Monson: Why haven't we sent anybody since 2011?

Martinson: This is based on invitation on their part, and we haven't received an invitation to do so.

Chairman Monson: We funded you in 2013. So is this money sitting there?

Martinson: It is available, yes.

Chairman Monson: So we appropriated $150,000 in 2013; hasn't been spent.

Martinson: It hasn't all been spent, but we have had meetings with them. I was over in Berlin last May to talk with Global Bridges to see if we can keep this going. So there were some expenses there. We have not expended every single penny that we have. We're very good stewards of the money that you've provided for us.

Chairman Monson: The School Board's Association kind of has this?

Martinson: It's a pass-through grant to our Association; we manage that account.

Chairman Monson: So this money goes to the School Boards Association, which then goes to Global Bridges. Maybe you should give us an idea how much is left from the last appropriation, if you could.

Martinson: I'd be happy to do that.

Rep. Martinson: When we get to the point where we're talking about that in committee, I can answer all your questions.

Chairman Monson: I wonder why. I can probably answer a few, too.

44:54

Kelly Sassi, Associate Professor at NDSU, Director of the Red River Valley Writing Project: Attachment #4. I'd like to testify today on behalf of the Red River Valley Writing Project and the Northern Plains Writing Project. Each year, American businesses lose millions of dollars because their workers come to them without the writing skills that they need to do their jobs competently. Each year universities see many students admitted who cannot go directly into a credit-bearing course for their degree because they lack the writing skills to get into that course. This is something that we need to change, and the way to change it is to work with these students' teachers. The national writing project is the

longest-running and most successful professional development organization that focuses on the teaching of writing. They just celebrated their 40th anniversary. We're fortunate in the state of North Dakota to have two national writing project sites; the Northern Plains site, which serves the western side of the state, and the Red River Valley Writing Project, which serves the eastern side of the state. The Red River Valley Writing Project has been in existence for 15 years, and just changed from UND to NDSU. I want to assure it's not a hostile takeover, but something that we worked on collaboratively to try to reach more teachers. The core part of our programming is the annual invitational summer institute for teachers from kindergarten through college in any subject area. This multi-week intensive institute is rated very highly by teachers. Many say it is the most profound professional development they've ever had, and some even say it was transformative. I can attest to that transformation because we've had teachers come in who themselves are not very secure about their writing, or do not like to write, or do not assign writing because they're so discouraged by the level of writing that their students display. It's not something we want to see. But they leave with a vibrant writing practice with models they can share with their students, and a belief that they need to increase the amount of writing that students do in their classes. On the last page of the colored handout that you have, there's some statistics on the research done by the national writing project in 19 states. It shows that the students of teachers who have been through an invitational summer institute perform better on writing tests than students of teachers who have not been through the institute. That's our key programming, and we also maintain that learning through continuity activities throughout the year. These include book discussion groups of professional books, most recently, and research-based books on writing, writing groups, writing retreats, writing workshops, one and two-day institutes on topics of interest like building students sentence-writing strengths, or common core, and other activities like bringing teachers to conferences so that they can be part of the national conversation, attend national writing project institutes, and we encourage an ongoing and supportive relationship with the teachers at our sites. I will try to answer questions for the Northern Plains Writing Project. They have the single page handout with their budget request for the next biennium, and they're requesting a $24,000 increase, Ron Fischer, the director, told me that that's because they are adjusting their stipends to go up to match increasing tuition and dorm costs. They are bringing more teachers to conferences, like the NDCTE conference and the national NCT conference. I've also seen Dr. Fischer and his teachers at the national writing project conference. And they seem to get a lot out of that experience. And then he has his budget from the previous year. One thing that the Northern Plains Writing Project has been doing really well for several years is, they also offer young author camps for students. So they work directly with students to help them improve their writing. And our writing project site is moving in that direction. We offered a workshop for students at Circle of Nations School in the fall. We'll offer one at Turtle Mountain for students this summer. And we just became partners with the Plains Art Museum to serve as the state affiliate for the scholastic art and writing awards. This last new venture of our writing project is one that I feel passionately about because, at the national level this year, scholastic will be giving away $10-million in scholarships and awards to (Not Audible) 12th-grade students. Last year, North Dakota had a total of 20 entries into the scholastic art and writing competition. In our partnership with the Plains Art Museum, we promoted the competition around the state. We sent materials to every school in the state. We travel to as many schools as possible, and we increased submissions by 100. We awarded 10 Gold Key winners in art and writing, and those students are being adjudicated at the national level. On Monday, March 16, we'll find

out if North Dakota has any national winners. They have a $10-million pot available. I want North Dakota students to have equal access to this. And I think it will increase motivation and excitement about writing in the state.

Chairman Monson: In the past, have we had winners?

Sassi: We have had winners, but not every year. But from time to time, we have. Any student who individually entered got thrown into a regional adjudication. But starting this year for the first time, we had a state level awards ceremony. That was on Feb. 17 at the Plains Art Museum. And we had 130-140 students, parents, family members and teachers attend that event from all over the state. I just might highlight the front page. You can see that, for our site anyway, our attendance has increased from 471 to 848 over the last biennium. That's an increase of 80 percent. We asked for an increase of 54 percent, and you might wonder why we didn't ask for an increase commensurate with our growth. That's because we've been leveraging state funds to go out and get additional grants, and you can see those listed on the second page. We have received grants from Scholastic, N.D. Humanities Council, National Writing Project seed grants, local grants, NDSU English Department and Assignments Matter for a total of $51,000. The National Writing Project has proven that it can take its idea to scale, and we can certainly scale up the work that we do here in North Dakota, as well, with increased funding.

54:10

Beverly Pearson, Education Services manager at Prairie Public Broadcasting, representing the North Central Council for School Television (NCCST): Attachment #5

1:00:54

Chairman Monson: Minnesota is paying their share?

Pearson: In Minnesota, yet. We cover northwest Minnesota with money from their Legacy Fund. It's not a North Central; it's a partnership with Prairie Public. We don't use North Dakota money in Minnesota. We are very careful not to do that.

Chairman Monson: I don't know if any of you committee members were around when Bev came. They set up in the Great Hall on Thursday before crossover, and unless you were lagging around, you didn't get to see her stuff. But she had Smart Boards and Ipads. Good stuff.

Rep. Martinson: I had my picture taken with Mr. Carson.

Chairman Monson: Any questions for Bev?

Pearson: I'm just going to pass this around as an example. This is just one kind of resource that we get. This is from Sesame Street. When we got the military tool kits, I bet we sent out 3000. They kept saying, where are you getting these? Where are you putting them? We're saying, we're getting them down to this National Guard group and this one. This one

is on incarceration. They're on divorce, all kinds of tool kits. It's just one example of the resources that we can provide.

Dr. Jim Stenehjem, Director, ND LEAD, North Dakota Leadership & Educational Administration Development: Attachment #6

1:09:06

Chairman Monson: I was just kind of looking back at Laurie's stuff to see how your LEAD thing interacts with Laurie's, but I guess I'm not finding any answers in there. I don't know how they combine. You work more with the colleges?

Stenehjem: I work with practicing principals and superintendents, so that's my main target group. I assist colleges in the assessment centers. But I work with the practicing principals, practicing superintendents for the most part.

Chairman Monson: You said UND and NDSU are using your stuff, though?

Stenehjem: What I do is, when I'm working with them, that assessment center that they do specifically, whereas part of the master's degree, as opposed to let's say a comprehensive exam, they go through a simulation of being a principal. So I conduct that simulation for them. I train the assessor so they have the skillset to give feedback, and then I will come in and actually conduct the assessment. It's a two-day process of conducting it for them. So that's primarily what I do with them. I'm not doing coursework with them, per se. Most of what we're doing at LEAD is after they come out of the program, and they continue the support. The learning curve has just gone up in the last five years tremendously in administration. I was at the elementary conference two weeks ago, and I left thinking my head was spinning with the new expectations we have of school leaders. You can never stop learning, I guess. As Michael Foland says, it's just critical that the principal be the lead learner. And that's what we're about; helping them become more effective in what they do.

Chairman Monson: Questions for Jim?

Jennifer Carlson, Director of the Lake Region Teacher Center; President, North Dakota Teacher Center Network: Attachment #7

1:13:48

Chairman Monson: I hate to even mention it because it was probably ten years ago that we talked about how the REAs and the teacher centers could probably be merged into one, and the hubbub that came from that was…I probably shouldn't even mention it again, but I did, so. Are their things you could do better if you combined?

Carlson: My group is Devils Lake, we are under the same umbrella. We share the funding together to support different programs and similar programs. But there's certain centers that are not. They're not related to the REAs. They all work together, but for example, Dickinson. They're located at Dickinson State. They work closely with the REA, but the directors are different. There is some combinations, but some are not.

Chairman Monson: Their teacher center is actually housed at DSU?

Carlson: Yes. Dr. Don Olson is the director there.

Chairman Monson: In Devils Lake, where are you housed?

Carlson: My office, the teacher center materials library, is housed with Lake Region Special Ed, so we have shared services there. My personal office is in the Career and Tech Center, next to the high school.

Chairman Monson: And the REA?

Carlson: It's also there, in the Career and Tech Center.

Chairman Monson: Any questions?

1:15:52

Barry Striegel, Director, N.D. Youth Entrepreneurship Education Program: Attachment #8

1:22:45

Chairman Monson: Just in the summer is when you do it?

Striegel: We're having a little trouble finding a week for the Minot program right now because I've got nine fully scheduled, and I can't add weeks onto August.

Chairman Monson: What age group?

Striegel: 9 to 13. However, now with our new partnership with the Montessori School, and as I say, the program has developed. And we developed a partnership with the Montessori School in Grand Forks so that when they register for the Montessori program, they're automatically registered in our summer camp, which includes 7-year-olds. I was a little apprehensive, but the three 7-year-olds who sat down and started their own business became entrepreneurs of the year last summer in Grand Forks, voted on by the whole town, by the whole camp. And then we take some of the older kids, too, although what's happening with some of the older kids now; I'm turning around and am able to hire them as camp facilitators. The young gentleman you see on the cover of the handout; that's up in Belcourt. I shouldn't have told you, you all know LaDots. That young man in the lower left-hand corner, his name is Jordan Trottier. He was in the first summer camp, and now he's my head facilitator up there. I hire him every summer. In fact, in a year, if things go as they hope to, I'll have three more camps and he's going to have to do one by himself because I can't be at them all. So, in many of the towns, at this point, people who came into the camp as 12-year-olds are now of such an age, they've aged out of the camp, and I hire them as camp facilitators.

Chairman Monson: Any questions for Barry?

Chairman Monson closed the hearing on SB 2013.

2015 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

SB 2013
3/23/2015
25241

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Dave Hrdlicka

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind; to create and enact a new section to chapter 54-24 of the of the North Dakota Century Code, relating to the state library operating fund; to amend and reenact sections 15.1-02-02, 15.1-07-33, 24-02-03.3, and 39-01-03 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction, PowerSchool, and the management and use of motor vehicles owned by the state.

Minutes: Attachment #1-3

Chairman Monson: Called the meeting to order.

The big ticket item is not necessarily in SB 2013 as it is in SB 2031. We had a joint hearing with Nathe's committee. He did share with me some of the things he is working on.

Turn to page 16 of the DPI Testimony. These are optional budget requests; the senate did fund everything in column 7 on the right hand side.

I'm told a lot of these things are things that the legislature over the year has mandated that you do. Maybe it is time we look at those mandates. If we turn over to page 21, that is actually all the different things that you have to do with this 597.

Val Fischer, Director of Adult Education and Director of Safe & Healthy Schools: Attachment #1

Chairman Monson: $6,000 dollars

Fischer: $600,000

Chairman Monson: I thought you were helping us to trim. You said safe and drug free schools was federal money and that was eliminated

Fischer: Yes, President Obama eliminated that in 2009. That was a grant that gave us money and gave money to the schools and it was a foundation, it was a formula based on

enrollment and poverty and was given out to each school to address the safe & health insurance and topics.

Chairman Monson: The whole program has gone across the whole nation.
What was the second one that you said was federally funded that has been shrunk?

Fischer: The Center for Disease Control and Prevention Grants. WE had 2 grants and they have since gone away.

Chairman Monson: How much were those?

Fischer: I would have to get you the exact dollar amount it was probably just under $500,000 dollars.

Chairman Monson: How much was your safe and drug free schools grant?

Fischer: The state admin on that was also a little under $400,000 dollars.

Chairman Monson: So this is just the admin part of it?

Fischer: Yes. It was actually less than what we were having with those combined federal sources. We really went down to do we want it or do we need it. The federal grants gave us more money than what we are currently asking for. We decided that if we were going to rely on only state money to maintain our unit we would really go down to bare bone what do we absolutely have to have in order to continue meet our needs. Our request for state funds is less that we had functioned on federally.

Chairman Monson: Are you doing a safe and drug free schools program at any level that totally went away when the federal dollars went away your administration costs went away as well because you haven't replaced with a state program.

Fischer: The demands for what schools are needing and asking for are very much in line. Just because the funds went away didn't mean the problems went away. Schools still need help in issues when it comes to drugs, alcohol, weapons, tobacco, bullying, violence, crisis management, health related topics, etc.

Chairman Monson: Go down the list on page 21.

Fischer: Just as an overview we don't get calls on all of these, all the time, but these are the things that technically under the authority that we provide a variety of services. That might be technical assistance as necessary, it could be training, it could be resources, etc.

Chairman Monson: So you kind of react as schools might have a case of communicable parasites so if you got a louse problem in some school they call you and say what do we do. That is when you start spending time and money.

Fischer: Yes, sir. We try for prevention as much as we can in all areas that we can. For example, this past year we didn't anticipate the scare produced by Ebola and what that

meant for students in North Dakota particularly those who were new Americans or had come in. We had a terrible influenza season and reacted constantly to the needs for the schools had for that. More recently we had the measles national outbreak and spent an enormous amount of time providing guidance and direction to schools not only in prevention but to reacting to the immunization requirements.

Chairman Monson: This is your entire job, you are the 1 FTE that is referred to on page 21?

Fischer: I draw down the $23,000 dollars in a biennium the other funding has come from federal grants. There are myself, which is a part time position and then we have 3 full time positions, one administrative assistant, one an assistant director and one a health education coordinator.

Chairman Monson: Have any of these federal programs increased?

Fischer: No, sir.

Chairman Monson: Go down the list on 21. The first question I had was #4 Birth control device distribution restriction; #5 abortion referrals. What do you do there?

Fischer: The law regarding #4, #5 restricts that any school personnel are to distribute, we are not allowed to allow schools to distribute any type of birth control and we are not to engage in any type of information about abortion referrals. A lot of what we do is professional development to schools primarily school counselors in their role in not advocating for any type of birth control. What do you do when you have that conversation from that student or you need to discuss it as part of health education class?

Chairman Monson: A lot of it is training your guidance counselors or even teachers on what they can and cannot say and how they stay out of trouble with state law.

Fischer: Yes. As you know sex education is a delicate conversation to have with students and also with parents.

Chairman Monson: Communicable parasites I guess lice are the most common that I can think of, but I suppose you have some other things.

Fischer: We work with the health department who does inspections of school facilities and they share their reports with us and we follow up with the school district to make ourselves available as a resource. Head Lice continues to always be a huge issue that we provide guidance on to schools as well.

Chairman Monson: You don't get into the rodents or bugs in the flour in the hot lunch program or things like that do you?

Fischer: Yes we do defer that.

Chairman Monson: So this would just be working with kids and the teachers or the school administration.

Fischer: A lot of it is resources and referral.

Chairman Monson: Weapons policy, has anything changed along that line?

Fischer: I think the biggest issue regarding weapons in school is for a school that has a zero tolerance policy or the policy talks about expulsion if a weapon or gun is brought into school and that is sometimes a very difficult decision. In certain seasons, in the fall hunting is a normal part of what a lot of schools do and on your way to school or on your way home from school we have students on staff who enjoy hunting and it's not uncommon to see a weapon. The problem is that weapons can't be on school grounds and so we must work with schools to have their policies be followed and implemented whether it is the parking lot, the football stadium or any other part of school grounds so the weapons are in a locked vehicle, that the ammunition is separate from the weapon and that schools understand the ramifications of the law and what that means in enforcement.

Chairman Monson: So they can't do gun safety anymore in schools?

Fischer: We have been working with game and fish to find alternatives because we want to respect hunter education and hunter safety crosses that is a very natural part of owning a gun and particularly in North Dakota we want everybody to hunter education and hunter safety classes. The Game and Fish Department has gone to a different type of training weapon and it still looks like a gun.

Chairman Monson: What happens with the concealed carry law if they can carry on a school grounds?

Fischer: With on Friday the do not pass on the gun bill the only ones who carry a concealed weapon or a weapon that is not concealed but meets law enforcement standards are law enforcement personnel. The hunter education is called a non-weapon because of its ability to lock and its inability to be used as a training device as opposed to a gun.

Chairman Monson: So if you had a law enforcement person teaching your under safety they could bring one on?

Fischer: Yes they could.

Chairman Monson: Bullying is another one we put on you guys. How much time do you spend on that?

Fischer: We probably spend more time on bullying than other topics. The legislation passed which requires a bullying bill has done very little to minimize bullying by students. We continue to do a lot of professional development in trainings on different types of curriculum on school climate, school culture and I believe it will continue to be a huge issue.

Chairman Monson: On page 22, 19 & 20 I see inspections of public schools, submission of inspection reports. You don't send people out from your office.

Fischer: No we do not. We work in collaboration with the health department who the public health units have the role to do that. They submit report to us and in turn we review the report and we look to see what impact if any we have and where we can make the recommendation. The reports are sent to the schools and we follow up accordingly within the reporting times to ensure that those safety features are changed, corrected or addressed. No we have not had the direct responsibility to go out on site.

Chairman Monson: Number 26 on page 22, your division are the ones that say what needs to be reported or how does that work?

Fischer: The state (inaudible)data system includes information regarding this discipline suspension, expulsion and truancies and we work with the SLEDS to make sure that information is put into that and used as a connector for power school to look at the trends in that and it is also a reporting requirement. By every June 15th schools must submit by building and annual suspension, expulsion and truancy report.

Chairman Monson: Just that portion deals with safety.

Fischer: Yes.

Chairman Monson: You do health curriculum I see here too.

Fischer: Yes. It is our responsibility to be aware of nationally what is evidenced based and research based curriculum and provide that information to schools. Schools are often using their curriculum committees to annually or biannually review their curriculum and make sure that it is current and comprehensive in meeting the needs that students are facing. We are often called upon by curriculum committees, school board members and building principles to give them ideas and point them in the direction of more appropriate curriculum when they are looking to change or what type of text books would be available or what type of applications are most available on computers or IPad.

Chairman Monson: 15.1 are elementary and secondary. So everything from 33 on is a different part of code. I am assuming then that you have to coordinate with the health department in 23?

Fischer: Yes. ND Century Code Chapter 23 is the health department and Chapter 12 and 16 is law enforcement as it relates to guns and some of the sexual offenders; I think we have 4 or 5 different Century Code Chapters that apply to keeping kids in schools safe and healthy.

Chairman Monson: On page 23 the department hereby requests an additional $597,674,000 dollars in general funds for safe and healthy schools administrative costs. So that is your bottom line.

Fischer: That is very much a shoestring budget and it is what we need to operate. School health and safety is continuing to grow in its demands.

Rep. Guggisberg: How do you measure things like bullying and if you are making any progress?

Fischer: When the bullying bill was first introduced we asked for a reporting requirement for that very same reason. We wanted to make sure we could measure and be able to report back. That the efforts of the bullying requirements did result in numbers lessening. That part of our request was denied and so we have no reporting requirements.

Rep. Guggisberg: The ones that are measuring, how do they measure it?

Fischer: They measure it in a variety of ways; on reports by students, anonymous reports, office referrals they also have some online tools they are using, but they basically have to look at the numbers that are being reported. You can tie in to attendance and other risk behaviors, but that takes a fine level of sophistications to try to make those correlations that we may know for example that school attendance has a lot do with school bullying but it is hard to make that correlation.

Rep. Guggisberg: The CPR grants from last session. It seems to me from the initial testimony that not much of that money was spent so I'm wondering why it wasn't spent and what the plan is to implement that program in the future?

Chairman Monson: Along with that why don't you address the AEDs in the school?

Fischer: The CPR grants were introduced last legislative session and we were given a $450,000 dollar appropriation and it was based on a match formula and it was money that was given to schools who would teach CPR into their high school classes for students. Because the required matches were a bit cumbersome and some schools have said that that is more of a deterrent than an opportunity to do that. We have spent roughly about $50,000 of the $450,000 dollars and the request made in the senate that was added to the appropriations is that the money be allowed to be carried over and extend down to middle school which would increase the opportunities for more students to participate.

Rep. Guggisberg: Is there something we can change in the law that would make it easier for you to get the programs going?

Fischer: At this point if we were allowed the full carry over money my recommendation would be that the language would be amended to exclude the match so that it was not financially cumbersome that schools were able to request funds that it took to train or implement that which would cover the cost of the materials and not provide a match.

Chairman Monson: Is it a match 1 to 1?

Fischer: No it is a match based on the number of the students in the class and a teacher student ratio.

Chairman Monson: That was part of the bill. Is there anything in your administration of it that you can change rather than changing it in law?

Fischer: The administration of it is relatively easy. It is the paperwork part.

Chairman Monson: The AED's, what about them?

Fischer: The AED's were put in schools back in 2003 in the legislative assembly. We continued to require schools report that there is someone trained in the use of AED that that training has been completed within the last school year and who is trained and if the materials, the AED paddles and batteries are fully charged and that they are reviewed. We also provide information on training and information from the vendor of the AEDs for battery packs and equipment to always be available.

Chairman Monson: I don't remember how we funded that AED program.

Fischer: It was a state appropriation.

Chairman Monson: I understood that you were using some of that $597,000 dollars that you are requesting for administration.

Fischer: Yes. We have used that money it was in the onetime package and we don't want to be always standing before you every other year asking to be in the onetime package. We want to move into the operating and part of the DPI budget ongoing and moving forward.

Chairman Monson: If we gave you less money but made it part of your base would you be able to do that?

Fischer: I would like to be part of the base, certainly, that would make us feel secure. We do need the full amount that we requested.

Chairman Monson: My thinking is most of these are older, they have been going for a while so you have some forms made out, you have protocol, you shouldn't have to keep training on every one of these issues.

Rep. Schmidt: You said CDC grants no longer exist that was about $500,000 dollars. When you mentioned that the feds have eliminated the administrative grants I'm assuming you mentioned that because those funds went into your programs?

Fischer: Yes.

Rep. Schmidt: Your 2013 - 15 your appropriation base was $210,000 dollars. That money was from the state and then you (inaudible) the other $500,000 dollars from CDC plus the other federal grants as well?

Fisher: I believe so, yes sir.

Rep. Schmidt: Since you have lost the $500,000 dollars to me the $500,000 dollars plus $200,000 dollars is $700,000 dollars plus whatever the federal was that you lost the way it would appear to me is that the funds you needed to exist when the federal was there was close to $700,000 dollars, correct.

Fischer: Yes.

Rep. Schmidt: With the amount of money you had there $209,000 dollars you have now increased it to $600,000 dollars that is to replace those federal funds, correct?

Fischer: correct

Rep. Schmidt: But you are not replacing all those funds otherwise there would be another $100,000 dollars to that, correct?

Fischer: Correct.

Rep. Schmidt: Now with respect to the onetime DPI initiative pool that's news to me I don't know anything about that. Who determines the amount of money that was in the DPI initiative pool? Who determines the amount of money that goes into pool? Who determines the dollar split in that pool? Is that pool the same amount of money in 2013 and is that the same amount of money in 11-13?

Chairman Monson: The federal money that Rep. Schmidt was just referring to if I followed that right safe and drug free schools went away in 2009 so that is already 6 years ago. So you have been making do without that $200,000 for the last 6 years so that isn't anything new. CDC grants you said were 2 of them and they were federal funds and they were $500,000 dollars. When did they go away?

Fischer: I believe one was June of 2014 and the other one was the year before. We had a little bit of carryover and we lived on that until January (inaudible).

Chairman Monson: So they were newer in the last biennium that that $500,000 dollars went away. You are really trying to make up $500,000 dollars from CDC grants more so than the safe and drug free schools line.

Stephanie Gullickson, Director of Fiscal Management: If you would turn to page 4 in that budget book that is the DPI initiative pool.

Rep. Schmidt: The amount of money in every one of these is determined by the legislature under your initiative pool? We determine $719,000 into STARS $174,000 dollars or does DPI determine that?

Gullickson: Those are our optional request package amounts we asked for. Instead of giving us these optional packages individually the legislature put it into a pool and then gave us the discretion if we didn't need $719,000 in STARS maybe we needed and extra $100,000 dollars in safe and healthy we could move it between those approved areas of spending.

Rep. Schmidt: When I look at salaries and benefits that is huge proportions of the total dollars how do you operate something like this on $38,000 dollars?

Gullickson: That was the budget breakdown that Valarie needed for her safe and healthy programs. So of the $597,000 dollars she is asking for roughly $244,000 for salary and $38,500 dollars is for operating and $15,000 dollars is for statewide PD.

Rep. Schmidt: It seems to me to be quite high.

Gullickson: It would support 4 people at various levels of FTE equivalency for a biennium.

Chairman Monson: I would think there is some comfort in having this initiative money flexible so you can move it around.

Rep. Guggisberg: Do you want to go to where each priority you get a dollar amount for it or do you want to keep a pool like this, right?

Gullickson: The point of it was because Superintendent Baesler locked into a budget she had no hand in preparing so it gave her the opportunity to move the money how she thought fit. We aren't specifically asking for a pool but that was what we were given in the current biennium.

Rep. Guggisberg: You spent 60% and obligated 95% did you get us information as far as where the obligated funds are?

Gullickson: I did not

Rep. Guggisberg: Could you get that for us?

Gullickson: I can sure get you that.

Rep. Sanford: On page 4, in the pool you have money dedicated to the principle teacher evaluation system. I am assuming that is for the development of it because elsewhere in the budget there is flow through requests that involve the training component.

Gullickson: It is some development also some grants to REAs professional development for the principle teacher evaluation system.

Rep. Sanford: What would be the status of that at this point and time it's been in the developmental and piloting in some training stages?

Gullickson: Yes it is. As far as the status of it I would have to have Gwen Barback come down and explain it to you.

Rep. Martinson: Last session we were the ones the created the pool.

Chairman Monson: That is what I'm thinking.

Rep. Schmidt: You have about 62% of your pool is expended and you have 4 months to go what is your projections?

Gullickson: We have all but 5% obligated in a contract and we fully expect to spend that money by June 30.

Chairman Monson: I see your MIS project you have earmarked if we were not to use an initiative or what your estimating is kind of what I am expecting in column 4 in the MIS STARS you have gone from $719,000 dollars all the way down to $160,000 dollars and I'm assuming that is because you got it up and running and probably not going to need quite as much coming in the biennium?

Gullickson: That is true.

Rep. Sanford: Could you comment on the accreditation system as well from the standpoint was this a transition to Advanced Ed was this a training of it or is this just ongoing operational costs that are going to be about at that level going forward?

Gullickson: For the costs it was really for the contract.

Chairman Monson: So are they raising the costs?

Gullickson: They are raising the costs.

Chairman Monson: I see no reason for statewide accreditation system to increase by almost $200,000 dollars. We have fewer schools and it is reported by school so really it shouldn't be any more work for you unless they are raising their rates.

Gullickson: On page 24 is the accreditation system budget and actually the annual fee per school is going up. We have built in some costs for reporting; we have also asked for training and external visits; and some staff travel. Most of it is for the contract.

Chairman Monson: Who funded NCA or when a school decides to pursue NCA accreditation years ago; did they pay something for that?

Rep. Sanford: Yes there was.

Gwen Barback, Director of Teacher and School Effectiveness: What can I answer for you?

Rep. Sanford: The accreditation cost in the pool that are here is for what used to be a state system and a regional system and this is now unifying it and we are going from the advocates to the new version?

Barback: The advanced data accreditation is now mandated for all school districts in North Dakota or all schools. Prior to that we had the state ED improvement process what this has done in advanced Ed as a vendor they are accrediting all schools in North Dakota right now.

Chairman Monson: What happened to all the people that were in that department?

Barback: It did not at the present time we are still monitoring, or we call them desk audits.

Chairman Monson: right. In this day and age there should be no reason why you can't feed a MISO3 or whatever form in one end of the machine and it will scan it all it will throw out a flag.

Barback: That is exactly done right now. We are not feeding it into a computer they are putting everything into their MISO's in STARS. That is fed into I North Dakota Teach. We go in and we set up our flagging system and then we run the program and then from there we can see deficiencies.

Chairman Monson: Who does the principle teacher evaluation system?

Barback: Yes it is our department.

Chairman Monson: Do you do both 5 & 6. You do the statewide accreditation system and you do principle and teacher evaluation?

Barback: That is correct.

Chairman Monson: Adult Ed; this is a million dollar increase and it is not part of this onetime initiative each time pool. Who does your Adult Ed? This is already in your base at $3.1 million dollars.

Fischer: 3.2, sir. It is already in our base and we are asking for additional $1.858 million dollars.

Chairman Monson: The senate gave you $1 million dollars and don't see that we are going to be able to see our way clear to add any.

Fischer: Attachment #1

Chairman Monson: What did you have 4 years ago.

Fischer: We got $3,110,411 dollars.

Chairman Monson: So we increased it 2 years ago.

Fischer: 4 years ago.

Chairman Monson: What was it before that, 6 years ago?

Fischer: It was about half of that.

Chairman Monson: Are these people you are serving in Adult Ed always pursuing the GED or are some of them just coming in saying the first thing I need to do is learn English?

Fischer: It depends on the need.

Chairman Monson: Where do they go to school to learn that?

Fischer: We will work between Devils Lake and Grand Forks in providing services at Edmore.

Chairman Monson: Sounds some of that could be through NDSU Extension.

Fischer: We use NDSU Extension where we can and they have been very helpful.

Chairman Monson: You asked for $1.8 the senate gave you $1 million dollars, the governor gave you $624,000 dollars in his recommended budget; I'm sure anything we give you you'll appreciate.

Rep. Schmidt: Column 6 says executive recommended increase of $624,000 dollars. I am trying to figure out the total requested budget of $12.7 million dollars and the senate says they would go along with $3.2 million dollars, correct?

Fischer: Yes, $3.2 million dollars is what we get now a biennium in state funds.

Rep. Schmidt: If we said we wanted to keep the pool and if we said items 3, 4, 5, & 6 are going to go back into the pool and take them off of this chart, the total figure is only going to be for 1,2 and 7, is it not?

Chairman Monson: If we kept a pool for number 3,4,5, & 6 whatever the total of that pool would be that would go down into the total of the bottom and 1 is a set deal and 2 actually. Getting back to Val's number 7 that million dollars would be added to the base or $624 or whatever number we want to put in that would be part of the base.

Fischer: As I had alluded to earlier we have really been looking at trying to find a funding formula that works so I don't have to continue to come back ask for money. Instead it is based on enrollment and the money is made available as it is in the K12 system.

Chairman Monson: How do you know you need that much money because you don't know how many kids are going to be walking in the door at any given time and how long are they going to stay, you don't.

Fischer: I don't.

Chairman Monson: You said you have 17 centers, you have colleges mostly 2 year maybe that provide you some space, you have high schools that provide you space and have you got that are built specifically for that?

Fischer: No sir. Our sponsoring agencies are career and tech centers, the K12 system and the community college system.

Chairman Monson: If they get their GED they might end up in a 2 year college taking some remedial courses, is that correct?

Fischer: The GED (inaudible) every year against high school seniors in the spring of the year and 42% of high school seniors to not pass the GED on their first time out. The 2014 series became aligned in the common core and is a very rigorous test.

Rep. Schmidt: On page15 under federal funds summary under catalog #84.002 there is adult education for a total grant award from the federal government for $974,000 dollars. Is that in addition to what you have on page 16?

Fischer: It is not part of our request it is an annual allocation that we get from the feds.

Rep. Schmidt: Is that a different adult education program than what you are talking about?

Fischer: No Sir.

Rep. Schmidt: If we took this number and you mentioned you need $1.85 million dollars does that include the $974,000 dollars from the feds or not?

Fischer: I need $1.858 in addition to.

Rep. Schmidt: In addition to the $974,000 dollars you already get?

Fischer: Yes.

Rep. Schmidt: Of which $974,000 dollars is from the federal government?

Fischer: Yes sir. On page 2 of my testimony refer to attachment #1.

Chairman Monson: Who is going to tell us how many vacant FTEs?

Gullickson: Refer to attachment #2

Rep. Schmidt: What is 1325 Effectiveness?

Gullickson: It is Director of Teacher & School Effectiveness.

Gullickson: Cont. Attachment #2

Chairman Monson: Did the Senate fund any of this equity pool?

Gullickson: The senate funded $100,000 dollars for our school finance assistant director position but they did not fund any equity. They funded us some salary dollars to do some

preplanning and cross training for staff that we know are close to requirement and that we need some cross training and we need some staff training.

Chairman Monson: You said $100,000 dollars?

Gullickson: Correct, the senate gave us $100,000 dollars for that purpose.

Chairman Monson: Do you have money set aside for those that might be retiring so you can pay whatever leave they might have coming to them?

Gullickson: That comes out of our salary line and so there are times where we do need to hold open a little bit longer because we had some significant leave payouts.

Chairman Monson: When that happens you have got the money available?

Gullickson: It comes from our salary line and at times it is difficult.

Vice Chairman Streyle: If the governor left (inaudible) we should add all that back in.

Chairman Monson: This tells us the different positions and salaries; it doesn't tell us your vacancies.

Gullickson: Attachment #3

Chairman Monson: You have 7.75 vacant right now. What is this ICR director?

Gullickson: ICR is Information Communication and Research Unit. There is information on page 19 which includes the job description for this person and we would repurpose an existing employee to be the ICR Unit Director.

Chairman Monson: You're actually by not having these positions filled if you went for a full biennium it would be $754,000 dollars?

Gullickson: Some of these people we are repurposing them. So maybe they were funded partially with federal by now we need some state dollars.

Rep. Schmidt: When I see a position that has been vacant for 2 years another one for a year and half makes me wonder why we even need it if you can do without it for 2 years why do you need it all of a sudden.

Bob Christman, Deputy: Let's talk about position 1276 which has been vacant for 24 months. We don't need that position the way that it was before so what we are asking for is to be reclassified as the ICR Director.

Chairman Monson: You don't have an ICR Director right now?

Christman: We do not.

Rep. Schmidt: So the $7.75 million dollars is included in your $99.75 million dollars, correct?

Christman: That is true.

Chairman Monson: I see a note that the senate added $1.3 million dollars to bring reduced breakfast and lunches to free. If they are at risk or fall within the poverty level there would be no such thing as a reduced lunch anymore it would all be free?

Gullickson: Currently USDA federal law restricts the price of reduced lunch at $.40 and reduced breakfast at $.30 so what that amendment was to pay that $.30 and $.40 cents for those families. The state would pick it up.

Chairman Monson: That cost is $1.3 million dollars?

Gullickson: $1.07 million dollars.

Vice Chairman Streyle: That is $.30 cents per day per kid?

Gullickson: its $.40 cents for lunch and $.30 cents for breakfast is what the parents pay if they are eligible for reduced priced lunch and breakfast.

Vice Chairman Streyle: $14 dollars per month per kid for lunch.

Chairman Monson: A school could do this on their own; they could just say we're going to channel some of our general fund and pay for those reduced kids lunches.

Gullickson: I'm sure they could that would be their option. This is an amendment put on the senate side and it was a program that had been done in other states that the senate thought was an interesting program. It was also shown to increase participation. They do get a federal subsidy for reduced and free lunch.

Chairman Monson: They are totally separate budgets within a school. I have a note here that says that would be about $1.8 if every one of those kids ate every day.

Do we require economics be taught in K12.

Barback: In order to be eligible for the state scholarship you need Econ or US History.

Rep. Sanford: REAs have been in place now for a significant amount of time. When I look at REA I look at Teacher Center and then I look at some of the flow through programs that focus on similar kinds of things. My question is some are historic in nature; are the REAs have they or are they in a position to take over some of those roles simply because that is what they do?

Christman: That is not a yes or no question. Subjective REAs have been around for a while and we have eight of them as you know some more aggressive in their management of the schools and the districts in their area.

Chairman Monson: Is this list on page 28 of flow through grants complete. I'm not finding REAs on here.

Jerry Coleman: The REAs get state funding. There is a separate section in 2013 that gives them a supplemental grant to support coordinators and then they also have a factor in the formula that generates funding for them.

Chairman Monson: They do get a supplement above and beyond.

Coleman: There is a separate section in 2013.

Rep. Sanford: How the governor's school relates to the level of participation and the location of those participants

Chairman Monson: Realize that all these grants just go in and go out so we don't have any authorities on these grants.

Gullickson: I actually asked for participation from the governor's school but I don't have it with my binder, but I would be happy to email to you.

Chairman Monson: Since we have been talking about flow through grants and they are on page 28 come up and tell us about Pathfinders and why you asked for $15,000 dollars more?

Kristian Devorak, Outreach Coordinator for Pathfinder Parent Center: We are the PTI for the state of North Dakota. We are mostly funded through a grant process that we just applied for another 5 year grant.

Chairman Monson: In our testimony it says you had $131,106 dollars in your base budget last time. You requested an increase of $123,000 dollars almost a double and the governor recommended an increase of $15,000 dollars and the senate agreed with that.

Devorak: Correct.

Chairman Monson: What exactly do you do?

Devorak: We help parents with kids who have learning difficulties or who are part of special education. We help them understand the IEP process.

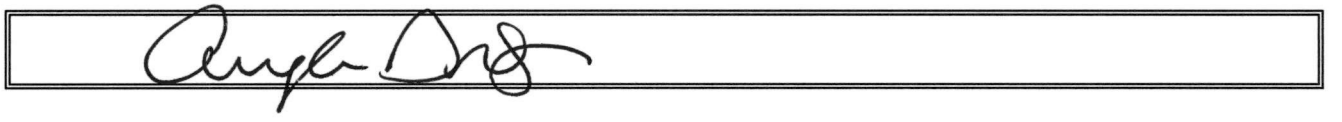
Meeting adjourned 11:00 AM

2015 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

SB 2013
3/25/2015
Job 25422

☐ Subcommittee
☐ Conference Committee



Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind; to create and enact a new section to chapter 54-24 of the of the North Dakota Century Code, relating to the state library operating fund; to amend and reenact sections 15.1-02-02, 15.1-07-33, 24-02-03.3, and 39-01-03 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction, PowerSchool, and the management and use of motor vehicles owned by the state.

Minutes: Attachments 1-2

Chairman Monson called the meeting to order.

Chairman Monson: On the green sheets, what was the general fund base level funding?

Sheila Sandness, Legislative Council: The base level funding for general fund is that $5.875 million. If you look below, the only changes the Senate made was to take out the market equity; basically they adopted the salary package.

Chairman Monson: So that's 1 and 2 on the bottom of the first page?

Sandness: That is correct. They included the Executive recommendation to increase state aid and they also included the one-time funding for the library repair maintenance grants.

Chairman Monson: Section 20 establishes a state library fund. Does that mean there never was one before?

Sandness: I believe that's true.

Tammy Dolan, OMB: They've had an operating fund for a long time. But there never was a statutory reference to it and due to some audit issues they suggested that it be referenced in statute. It doesn't change any operations that they've had.

Rep. Sanford: Made a motion to accept the State Library fund portion as is and seconded by Rep. Martinson. Voice vote taken. Motion carried.

Chairman Monson: Looking at the green sheet for the School for the Blind, the changes on the bottom of page 1 with the salary adjustments, is this after the Senate did it on top?

Sandness: We did not change any of the top numbers but you can see that there is a big decrease in the one-time because they had that large project. In the current biennium, there were some additional renovations included as one-time funding but the Senate did not include that part of the Executive recommendation.

Chairman Monson: Do you know anything more about if they were going to remodel would they rent more space out to the Grand Forks school?

Rep. Sanford: I don't think that's the case. I think the remodel would be on the other part of the building where the programs are. I think the previous remodel took care of their rental part.

Chairman Monson: The School for the Blind doesn't have residents there like they used to so that opened up a lot of that building. We put money in the last several biennia to do some remodeling. They rent space to Grand Forks for what?

Rep. Sanford: It's for community high school and the adult education programs. The lease has been in place for almost 20 years.

Rep. Martinson: Made a motion to accept the School for the Blind fund portion as is and seconded by Rep. Boe. Voice vote taken. Motion carried.

Chairman Monson reviewed the School for the Deaf.

Rep. Schmidt: Number 6 of the green sheet is extraordinary repairs. Numbers 9 and 10 are one-time funding issues. To me the one-time funding is no different than an extraordinary repair, is it?

Chairman Monson: Not really.

Rep. Schmidt: Then it doesn't matter in our budgeting situation if they're like that does it?

Chairman Monson: The extraordinary repair to me seems like it's to replace a boiler. I think the Senate decided not to fund the phase 1 of 3 for major renovations, so I think it's smaller repairs and doing the boiler.

Rep. Schmidt: Number 5 clarification for my own knowledge, adjust funding for operating expense from special funds to the general fund. What is the reason for that?

Dolan: That was something we recommended in the Executive budget. In looking at their special fund revenue sources, a large component of that comes from trust fund dollars which vary. A lot of their regular operating costs were coming from those special funds. We did a funding source change so those special fund dollars would be used for one-time extraordinary repair projects and things where if the money doesn't come through, you don't have to do them necessarily.

Rep. Schmidt: So in other words the special funds are increasing so we took $500,000 out of the special funds and are going to take the $500,000 out of the general fund now. That means that there's $500,000 in special funds. Where is that $500,000 going in this budget?

Dolan: In this budget the boiler replacement project would be funded by special funds.

Chairman Monson: So they have a foundation and the funding has been increasing. Is it money they get from donations?

Dolan: I would have to pull up that statement. The largest chunk comes from those trust fund dollar distributions.

Chairman Monson: Number 5, ongoing operations. They have been using some special funds for their operating and rather than do that they made it a one-time.

Rep. Schmidt: To carry that a little bit further with respect to 9 and 10, that's special funds. Is the $1.2 million going to come out of special funds which are supplemented from the $500,000 that we're not going to take?

Dolan: Yes, it would. Number 10 was a project that was recommended but not included in the budget by the Senate.

Rep. Schmidt: We are going to take money out of the general fund of $500,000 and my concern was then the special funds are elevated. The general fund is picking up expenses the special fund could very easily be paying for.

Chairman Monson: Rep. Schmidt, historically when it's operating funds, we've been using general funds for things and not special funds.

Rep. Schmidt: Would all of the dollars for operating expense from here on out come out of the general fund or do we have to do that differently every year?

Chairman Monson: I would say until we would change it back again, it'll come out of general fund.
Read special fund report (attachment 1).

Rep. Schmidt: The $500,000 that we're not going to take out for 2015-17, where is that $500,000? Is that part of the $677,000? So the $500,000 would come out of there and they'd be down to $177,000?

Sandness: I believe if you look at the comparison of the 13-15 to the 15-17, you can see how in the current biennium their operating expenditures are funded $1 million out of that special fund. By shifting some of that to the general fund, that brings that $1 million down to the $677,000 that you see in 15-17. That's why there's less funding coming out of this fund because you're supplementing it from the general fund in the Governor's budget and the Senate version.

Rep. Sanford: Would there be a similar handout as this for the School for the Blind?

Sandness: I'll print that for you.

Chairman Monson: I like the idea of not using the special funds for their general operating.

Rep. Sanford: On the two schools, the Senate took out the request for major projects and both of those major projects had general fund money and special fund money involved in them. If special fund is going to be one-time money and there is some that's available for them, does it make sense to consider authority to use those special funds for those projects if they do them in increments?

Sandness handed out special fund report for the School for the Blind (attachment 2).

Chairman Monson: The School for the Deaf looks like they have a bigger balance. They started off with $1 million more than the School for the Blind. By the time you get to the bottom though, it looks like School for the Blind is going to be $212,000 in their balance whereas the School for the Deaf will have about $600,000. I don't know if that's enough to do a lot of other projects.

Rep. Schmidt: In comparing these two special fund reports, does the School for the Deaf not get common school funds or is that operating transfer from compon?

Dolan: They just used a different code.

Sandness explained special fund report (attachment 2).

Rep. Schmidt: Is there any reason they have such a high ending balance?

Sandness: I don't know. You could appropriate for some other purpose if it's not going to be used for the building improvement.

Chairman Monson: What did we not fund? I don't think we want to take it down to zero.

Rep. Sanford: I think the issue for them is over in the other part of the facility. There are things like elevator and egress. The school is single level. So when there was a school there, that issue was taken care of. Now the school is the lease part. That now means that they're clients who come to the campus. Some of those issues are the fundamental ones.

Chairman Monson: In the case of the School for the Blind a few years ago it was getting pretty shabby. Grand Forks school said that if you don't fix it, we aren't going to keep renting it. So we fixed it.

Rep. Sanford: On addition to the since we are talking history, the Grand Forks schools did remodel that school when the lease started. So to start this lease there was an investment by the school district to make it user friendly for the new clients.

Rep. Martinson: Made a motion to accept the School for the Deaf fund portion as is and seconded by Rep. Schmidt. Voice vote taken. Motion carried.

Chairman Monson: There was a request for providing free lunches and breakfasts to those who really only qualify for a reduced meal. What did the Senate do on this? They funded both right? And it's a cost of $1.072? Where is this on the green sheet?

Rep. Sanford: no mic

Chairman Monson: Here it is: $1.072 million from the general fund to provide grants for free breakfast and lunch to students eligible for reduced meals. To be honest, I have a problem with that. I know the research says that if you start out with a good breakfast you improve thinking and learning throughout the day. I can't argue with that. But I know that level used to be pretty high; like for a family of 4, you could have a pretty good income and still qualify for reduced. Free was down there.

Stephanie Gullickson, Fiscal Director, DPI: The percent of poverty for reduced and free lunch is on the website. I can pull it up.

Chairman Monson: My question is for a family of four, what's the income level at or below to get a reduced or free?

Rep. Guggisberg: To get reduced meals, it's 185% of poverty; free meals is 130%. I don't remember in the testimony there being two different things. For a single parent it would be $21,590. That's for the 185% for a household of two.

Chairman Monson: How could you have a household of one? Unless it was a high school student living on their own. I think they just changed the standard chart.

Rep. Boe: How do we audit that?

Chairman Monson: Will they get audited?

Rep. Boe: What documentation would you require as a school to document that you could actually face an audit?

Chairman Monson: When kids registered for school, we gave them the information. It had all the guidelines. It changed every year. Then they would apply and would have to bring in an income tax form or statement or what they get a month on a paycheck. Then I reviewed it. DPI came out every four years to go through my records.

Rep. Sanford: I think this one is important. I think this is one of those pieces that comes to us, not from anybody except those in the front lines who are dealing with this. Their experience is that families are making decisions on whether it's one or two meals a day. Too many of the families suggesting that they're going to take lunch because it's a bigger amount of food. So you have kids that are not really starting their day the way they should. To me this is one of those investments that's more grassroots. I can find lots of other places in here where I would be willing to make reductions but I really support this.

Chairman Monson: I'm not so sure that I would say I don't like it, but I don't know that it's necessary because at 185% of poverty, what's a family of four?

Rep. Guggisberg: It says $44,000 a year.

Chairman Monson: I think it's a pretty high amount of money. You've got to teach some responsibility to people. You take care of them from cradle to grave, I guess. The free, that's obviously if they're at that level, they can't afford to pay a whole lot for a lot of other stuff. Especially in this day and age, kids like stuff and the parents don't know how to say no to their kids so they probably aren't spending it for the things they should in some cases so they maybe don't buy the breakfast food.

Rep. Sanford: We have a standard here. The question is really do you like this idea or not. The decisions that adults make aren't always the best when it comes to what's happening with their children. That's what I'm getting at here is that I don't want a child starting the day not ready to learn because of decisions that adults made nor because of the circumstances of their family when they're making good decisions and they can't do it.

Rep. Guggisberg: It's not like this program can be abused. We know the meal the kids are going to get. We know that some of them aren't getting it even if it is for a small cost. If this helps get them at least two good meals a day, I think this is something we should support.

Chairman Monson: $1.72 million general funds. So if you're at 185% of poverty, your kids will get free breakfast and lunch at school. This is what would happen.
Moving on to transportation.

Vice Chairman Streyle: Why do we need a 12% increase again when we did $5 million last time? What is the justification? Gas is down.

Chairman Monson: I got to believe the cost of a bus keeps going up. Price of the fuel to run it has come down. But most of them run on diesel and diesel hasn't come down as much as gas. Then you have the problem of finding people to drive them. You got to have a CDL license and in the western part of ND finding people with a CDL that would want to put up with a busload of screaming kids or haul a nice quiet load of oil along, probably they would pick the oil.

Vice Chairman Streyle: That was at a $100 a barrel.

Chairman Monson: I don't care what the price of oil is. If it's got to be moved and somebody's got a CDL, I'll bet the oil company can hire that person a lot easier than somebody driving school bus.

Vice Chairman Streyle: Where does that number come from? Is it pulled out the air like it was last time? If there's justification, I haven't seen it.

Jerry Coleman: The state reimbursement for transportation is based on miles and rides. When we developed the budget, we looked at the percentage of the state funding that goes to subsidizing transportation. The most recent number I have is 44%; the state's share. If you back that up to 1996, the state's share was 67%. The number that was chosen was to keep up with the 50% state share target. That target is what it costs school districts to provide transportation.

Chairman Monson: So you're saying it is 44% of the cost of transportation is paid by the state and 56% is paid by the local tax payers.

Coleman: That was from 2012-13 financial data.

Chairman Monson: If I have a kid that's 14 miles out in the country and I need to send the bus out there but there's only 5 kids in between, and I get paid by the number of miles that my bus drove and I then get a factor of how many kids I picked up. If I had to stop 20 times and pick up 30 kids, it's a lot more efficient than if I have 5 kids and I have to go the same number of miles just to pick up that one kid. But I only get paid for 5 kids so I don't get very much reimbursement. There was a provision to pay parents to drive them.

Vice Chairman Streyle: We need a voucher system and that would solve a lot of this.

Chairman Monson: The problem with doing the parent thing, if you can send the bus out there and you can have one vehicle with a professional driver getting 40 kids to school, it's pretty efficient and it's a lot better system than having 25 cars driven by kids.

Vice Chairman Streyle: A more moderate percentage increase is appropriate here instead of just saying we want to do 50%.

Chairman Monson: We have to provide a free and adequate education. We do not have to pay the transportation. This is something we got into years ago but there's nothing in the Constitution that says we have to do it.

Rep. Sanford: This does not affect the amount that we would put in here. But one of the factors that gets into transportation is existing agreements when school districts reorganize. Almost universally when they reorganized they agreed that there would be some form of transportation for those students.

Rep. Boe: But under a reorganization are those agreements binding?

Rep. Sanford: Yes.

Chairman Monson: I forgot about that little twist. That was one of the things to entice small schools to close and go to a bigger school. They are binding and we have to supply it.

Rep. Sanford: I think it does make some sense to attempt to establish a level or target for this service because the state isn't getting any bigger and there's a limit to the mileage and the ridership. I don't know if this is the right number. It should be something that is a little more defined.

Chairman Monson: The state isn't obligated to do the bussing. The district has to provide it if they put that in their reorganization plan.

Vice Chairman Streyle: At the current number plus what was done last time, it would be a 6% increase per year. We should try to fix something with this.

Chairman Monson: I will point out in most cases, private school kids ride those busses too. Public schools provided transportation if they have room.

Rep. Boe: Would we approve miles outside of a school district for reimbursement.

Chairman Monson: No.

Coleman: School districts are allowed to go into another school district and pick up open enrolled kids.

Chairman Monson: There was time they couldn't though, correct?

Coleman: I don't know. The only mileage I know that they would not be reimbursed is if they go outside of the state.

Rep. Boe: How many school districts can they cross to pick up an open enrolled child?

Coleman: That's up to the discretion of the school board.

Chairman Monson: I think at the beginning of the open enrollment laws there were school districts that said you can't bring your school bus into other districts to pick up kids.

Coleman: If that existed, it wasn't for more than one biennium.

Chairman Monson: But you're saying they can go as far as they want?

Coleman: It would cost them money to do that. That would be the thing that would control that. If 44% is the state contribution, they would have to find the other 56%.

Chairman Monson: I'm not sure we shouldn't have a really major study on this.

Rep. Boe: Either we have to limit how far they can go into the other districts with compensation or not reimburse them. We are duplicating services.

Chairman Monson: Another problem we have is mandated transportation for a special ed child. We had a situation where we had to pay the mother to transport her child to school because we couldn't do it.

Vice Chairman Streyle: I think it needs to be studied. It seems fairly subjective.

Rep. Boe: Made a motion to reduce the increase that the Senate put in down to $3.5 million dollars for the transportation portion and seconded by Vice Chairman Streyle. Roll call vote: Yes 4, No 3, Absent 1

Chairman Monson: On the green sheet on page three we have $2.5 million from the general fund to provide English language learner grants.

Vice Chairman Streyle: I believe all of that should come out. It's $10,000 per student.

Chairman Monson: Is this part of the formula in 2031 or is this over and above that?

Sandness: That is over above the formula.

Chairman Monson: So it's in the formula in 2031 that we're going to be getting and this is extra. What was the Senate's logic on that?

Sandness: I'm not really sure. That was added in Education prior to it coming to Senate Appropriations.

Chairman Monson: Senate Education got this twice?

Coleman: The language for that is in section 24 of 2031. They voted there to reduce that $2.5 down to $1.2.

Rep. Sanford: Were there adjustments on the waiting factors for ELL?

Coleman: They removed the adjustments on the waiting factors for the ELL programs.

Chairman Monson: This $2.5 general fund is actually $1.2 now. Is that because it went back from what Senate Education added in their formula factor?

Coleman: I think that's how it got in. It was not in the Executive recommendation, the $2.5. It was put in by the Senate.

Rep. Sanford: Can you remember what the consultant's recommendation was in the interim committee on the waiting factors for ELL?

Coleman: I do not. That was a combination of things.

Chairman Monson: This has nothing to do with adult education. So the ELL for adults has nothing to do with this one.

Coleman: I don't remember exactly. I know with adult education ELL support there are those that would like to find some additional money to support that. They may have been looking at language to take it out of this grant to serve that population. I'm not positive.

Chairman Monson: This grant is specific to going through you out to the K-12 schools.

Coleman: Correct. It would be appropriated to the department and then there would be a formula to distribute that money.

Chairman Monson: I have a note that there is $1.4 million in DPI's budget for physical therapy. It was dealing with old SB 2272 from 2013 session. It should be put in DHS.

Sandness: That is actually current SB 2272. When the Senate worked on it, it affected both DHS and DPI. They did put the money in DHS but they didn't put it in DPI so the $1.4 million is not in DPI's budget currently.

Chairman Monson: Was it in DPI at any time?

Gullickson: Human Services had a bill 2272 where they would increase the reimbursement rate to the therapists. What happens now is we reduce it from their state aid. We pay for about a fourth of that. Human Services pays for about three-quarters. Part of it comes from federal money; part from state money. They were able to receive their state money but the $1.4 that it would cost DPI, we did not receive that. When it came out of the Senate, they left off the DPI portion.

Chairman Monson: So this is for kids with disabilities that need physical therapy?

Gullickson: That's correct.

Chairman Monson: You're taking money that would go out to schools and sending it over to DHS. Has it been in your budget before to do that?

Gullickson: No. This is the first time that they've increased their reimbursement rates to their providers. Now it's going to cost more to provide those services to those kids and our share would be the $1.4 million.

Chairman Monson: Are the kids going to get shorted?

Gullickson: We would take more out of state aid.

Chairman Monson: So instead of you sending kids to schools to pay for their general education, you have to take $1.4 million out of the state aid amount to send to DHS.

Gullickson: We will take out whatever Human Services bills us.

Chairman Monson: So there is a fiscal impact to you which means schools are going to get less?

Gullickson: That's exactly right.

Chairman Monson: I have a note about REAs.

Sandness: Section 7 of 2013 provides an additional $800,000 to the REAs in addition to what's in the formula. It's on page 4 of the green sheet.

Chairman Monson adjourned the meeting.

Handouts 1 & 2 not discussed

2015 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

SB 2013
3/31/2015
25650

☐ Subcommittee
☐ Conference Committee

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind; to create and enact a new section to chapter 54-24 of the of the North Dakota Century Code, relating to the state library operating fund; to amend and reenact sections 15.1-02-02, 15.1-07-33, 24-02-03.3, and 39-01-03 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction, PowerSchool, and the management and use of motor vehicles owned by the state.

Minutes: Attachment #1

Chairman Monson: Called the meeting to the order.

Sheila Sandness, Legislative Council: (Attachment #1) Last time you asked that we keep track of the proposed changes so that you can go down the list so I just kind of typed up some of the things you had asked about last time. We will start with the first page, DPI, the first item is the health insurance increases and we are adjusting that on all the budgets. That is a reduction in that change for the health insurance rate. The second two items I just put on there for your information. Those are adjustments related to changes that were made to SB 2031 by the education committee. You can see the reduction in the English language learner grants.

Chairman Monson: The senate had it at a higher level and the House education took it down to 1.2 million dollars so it was a reduction of 1.3 million dollars.

Sandness: That is correct the bill had 2.5 million dollars in it from the Senate. The third item is that difference in the fiscal note from the Senate version to the House version; it results in 133.8 million dollar decrease. Which is 3 million dollars less than what was in the executive recommendation. The fourth item is the only item that was approved so far the DPI budget and that was the increases reduced by 3 million dollars. So it is still an increase from the current biennium of 3.5 million dollars. Chairman Monson made note of the 1.4 million dollars that the committee could decide to include in the budget if they so desire resulting from changes in Medicaid, Medical Assistant payment rates in SB 2272. The way that it was explained was that the school districts have to pay for those services

and it is withheld from our number, because the rates are changing the results are 1.4 million dollar increase in what they are required to pay.

Chairman Monson: I have been talking with Representative Pollert, he said that this number may change. They are still working in their committee and he seems to think that this is not a solid number yet so we have to keep in touch with what they are doing in their committee

Sandness: I had a note about region education associations, you had asked about funding that was included in the bill. In sections of the bill there is 800,000 dollars for the coordinator and then you had a question about what REA's receive through the formula and that is an additional 3.9 million dollars.

Chairman Monson: We did talk about the role of the teacher centers and the REA's and the funding for each. Some of them probably could be combined, there mission is almost the same in some cases and there are others that the teacher's centers are much more active and probably play a different role than an REA so we talked about that and we didn't come up with any solutions or decisions. So it was 3.9 million dollars that was added for the REA's on the factor?

Sandness: I believe the 3.9 million dollars is the total factor.

Coleman: That sounds right.

Chairman Monson: It is the existing factor plus whatever new money is coming through the factors total is 3.9 million dollars.

Coleman: Under the house version with those particular rates it generates in the first year at 1.9 million dollars plus closer to 2 million dollars the second year so 3.9 million dollars is the right number for the factor and the formula and there is a section in SB 2013 for 800,000 dollars that is also an existing rep to help subsidize the regional coordinators in each of the eight REA's that we have. So it's the 3.9 plus and that would be the total amount that has been generated from state funds to assist the REA's.

Sandness: Just at the bottom the other proposed changes, this would be any changes in the bill not necessarily related to dollar amounts these are other sections. One of the suggestions would be to add a section for legislative management study for school district transportation and state reimbursement of school transportation. That was related to the transportation grant adjustment that was made up above. Another item that would need to be amended as a result to the change of total transportation grant line item in the first section of the bill the section that relates to the reimbursement rates would have to be amended and we would have to get new numbers from Jerry with regard to what the new transportation rates would be based on the total grant dollars available. That is all of the items so far for DPI. If there are no questions we can look at the other ones. The only changes on the other three budgets in this bill would be for the health insurance premium. On all three of them that is the only change that we have.

Chairman Monson: In the bill itself on page 2 it talks about transportation efficiency and there is 30,000 dollars. That is in the base so that was funded last time. It's not a lot of money but it isn't looking like it will be enhanced but it still carried forward ad 30,000 dollars.

Sandness: That has been in their budget since I can remember and I used to know what that was but I don't remember.

Chairman Monson: It's been there for forever. I think Tom Decker actually started this thing but what do you do with that. Have you become more efficient or is this part of a study that we should do.

Stephanie Gullickson, DPI: We use that money for membership, travel, transportation, committee meetings and things like that. It's really internal money, but it is all related to transportation.

Chairman Monson: Rapid enrollment grants in 2013 the base was 13.6 and the enhancement the Senate put in there is 1.2 million dollars and it looks like 14.8 million dollars for rapid enrollment. Do you anticipate a lot of districts having rapid enrollment now with the slowdown in oil?

Coleman: It is always guess work the way the dollar amount was arrived at was we just took what would have happened had we done it with the most current statistics and that is what we came up with for that amount it is very difficult. There are certain percentage targets that they have to meet to be able to get in and get out and if it happens to be a large or a small school district because it is driven by the number of kids it can consume a lot of money or not a lot of money. It is pretty much an educated guess based on history.

Chairman Monson: Was there anything in SB 2031? Representative Nathe did not mention anything about rapid enrollment. It seems like there is always some discussion in their committee but is the only place rapid enrollments pop up are in 2013.

Coleman: I think that is all the exists now, there were a few bills or at least one bill to try to have an alternative mechanism or formula to deal with rapid enrollment but what is left is in SB 2013 as far as I know.

Chairman Monson: So really the enhancement of 1.2 million dollars is your guess.

Coleman: That is my guess yes.

Rep. Sanford: Clarify the local share increase mineral taxes. The governor had down 41.6 and we have up 5.8.

Coleman: That is kind of a wild card in the formula and the oil and gas tax is controlled by that oil and gas formula and also the oil and gas tax revenues that we get in HB 1176 is the bill that is carrying that formula and as that goes up or down the amount that the formula requires for state funding goes up or down too because any oil and gas tax that school districts get 75 percent of it is considered in the formula as their local contribution. In the

governor's number that was built on the so called 60/40 allocation plan. So that was going to send a lot more money out to school districts which the formula would have recognized 75 percent. When you compare the executive recommendation to the House number they seem about right but there is a lot of money let out of this formula because of the decrease in the rates. The reason was we needed to have an adjustment and the total amount of about 54 million dollars in the local share just do to the changing economic conditions as we recognized them. Right now I have an estimate for this current year for oil and gas tax revenue based on distributions to date from the state treasurer and we just projected it through the remainder of the year and that is what I have used in my projections for the second year. So I put that amount as 26.3 million dollars. Now as they work on that oil and gas tax formula if that goes up it will require less money to fund SB 2031 and if it goes down below that we will need more state money to make up that difference. 75 percent of the difference because that amount is what is considered as local share in the formula, they are tied together. The formula is funds to an adequate level and part of it comes from local and part of it comes from state and as that local goes up it takes less state but it funds to that target level so it is tied into that oil and gas tax revenue and will have an impact.

Chairman Monson: Are you still at 60/40?

Coleman: What I have in my projections is a number of what they are getting the current year. So that current year is going to be what is used in the formula for the first year and so I need the right number for the second year or whatever plan we are going off of. What I used was 26.3. I can give you a range of what I know that based on updates for the revenue forecast if we used the current allocation plan for school districts that would generate 20.3 million so that is 6 million below what I have in my projection. That difference, 75 percent of that is what we would need to make up in state money in the formula and then on the existing plan that was passed out of the house or the Senate has it now that estimate is 39.3 for school districts. So in that regard then it would be that difference. It would be money that you could let out of this bill. So we have that range between 20.3 and 39.3 and I am using as my base line 26.3.

Chairman Monson: This is really a crap shoot for you because not only is it what number do we used because of that bill but also you have to be working with what the price of oil is going to be and the income to the schools. You have so many variables here that I don't know how you can do justice to this number.

Coleman: What I am relying on is ultimately it comes out of the tax departments projections. They are just estimates under uncertainty. We have to have a number so ultimately we pick on and go with it and we have to live with it into the next biennium

Rep. Sanford: It is interesting to note when you look at the handout that summarizes the adjustments and you look at the governors numbers and you look at the House numbers and they are just about identical except the governor has the 3 and 3 and the House version came in as a 2 and 2 but in terms of where the other money is and the factors and so on there isn't much difference there. This number that we are talking about the mineral taxes is really the big difference. The number that is projected that the governor projected way back when covered that extra percent so we get almost the same total as what I looked like when there was higher priced oil. In both scenarios it is slightly a 4 percent

increase for the biennia. One used the 3 and 3 one used the 2 and 2 because of that differential of what that mineral tax is going to impact the formula at the local level. I think it is a critical piece if it really does come to the bottom line.

Chairman Monson: Any other questions committee?

Rep. Sanford: If you put in the 3 for 3 you are talking about a 6 percent for the biennium.

Vice Chairman Streyle: On the turn back on the rapid enrollment is 3.6 million dollars so why do we think that is actually going to grow that is a pretty huge turn back. So why would we assume that it is going to grow when it didn't this time?

Coleman: The distribution formula was changed a little bit and again it I just based on our projections what we do off the current school year. This is the second biennium we had that rapid enrollment. We were short in the first biennium by 3 or 4 million to fund that one and this one there was some changes. The fiscal note on it was actually about 12.5 and it turned out to be 10 million and the appropriation was just left at 13.6 so getting and exact number on that we are projection numbers and kids and impact and who it is going to impact so it is really hard to be precise on that. If we are long it gets turned back and if we are short it gets prorated down.

Vice Chairman Streyle: What is the percentage you need to hit to qualify for rapid enrollment?

Coleman: The language is in the bill and it set up on a two tiered system this time, the first time they have gone to that. The first tier is a combination of things but it is 4 percent or 150 and students and minimum of 20 students to qualify for anything. The test is really 4 percent or a 150 students and then the second tier it is 2 percent or 75 students but it has to be a minimum increase and then when the formula, the payment side of that is they have to discount the first 2 percent and anything over that 2 percent is then reimbursed at 4,000 for that first tier and 2,000 for the lower tier. All that language is in SB 2013 rapid enrollment section.

Vice Chairman Streyle: So Minot should qualify in theory this time?

Coleman: I would think at 2 percent definitely.

Chairman Monson: Other questions committee? National board certification is at 120,000 dollars you evidently have new ones always starting this program or is this to continue and finish off the old ones that have already been committed to?

Gullickson: That is the ESPB (Education Standards Practices Board) program so that money goes through them. I really don't know how many teacher they have that are receiving the stippling at this time.

Chairman Monson: So this is just a go through grant?

Gullickson: Yes.

Chairman Monson: Anything else on the DPI budget portion or the funds related to 2031? The Senate added 1.3 million dollars to bring reduced breakfast and lunches to all be paid by the state. We had some discussion on this but we haven't really come to any conclusion on that.

Rep. Sanford: I would like them to comment on the three or four of the flow through grants.

Rep. Sanford: Teacher Center with the advent of the REA's and the maturation of the REA's and they are what I would say more of a blanket presence across the states than the centers may have. Also with the success of the mentoring of first year teachers and the ongoing work of the lead center, my question on teacher center deals with the necessity and the value of it in terms of the fact that we have these other support systems and we spend a lot of time dealing with teacher cooperative networks locally as well so that is question number one. The second question deals with the North Dakota Young Entrepreneur Education program. I again would like your comments on necessity verses nice and then on the same thing with the Path Finder's Parent Project. I don't know was much about that one as I should.

Kirsten Baesler, State Superintendent, DPI: The teacher center networks I have had the opportunity to visit a few of the teacher center networks in the past year to just make myself aware. What I have learned is that some of the teacher center networks are stand alone. They are housed in a different area but there are some a few that are actually housed in the same area as the REA and managed by the same people of the REA. With all the flow through grants in general the department of public instruction really has no authority and no supervision and last biennium was the very first time that there was even a report that was required on the basic functions of those. So up until that point really had no knowledge of how many people they served or what the funds were or what their balance was. So really the money just flows through us, the teacher center networks are governed by their own board. The REAs are governed by their own boards made up of people within those regions and communities and they really have no reporting or the department of public instruction as no supervision and no authority over them what so ever. They provide a lot of resources and a lot of assistance but I think the impact and their cooperation and partnership would vary from each community and each region. Other than that I don't have that in-depth comprehensive knowledge of them because as I said they are governed by their own boards.

Rep. Sanford: If some of them are embedded in REAs right now and it sounds like all of them could be and the REA could make the decision on what the level of service and what the staffing and all that would be.

Baesler: I think that there is great opportunity there I think that the REAs would be open and welcome to that. Three of the REA directors house them and those three are a good partnership. There is a good collaboration system among the eight REA directors where I think those three would be very willing to share their thoughts and ideas if the others would want to merge them in as well. The pathfinders, that program has more of a direct impact that I have seen in the last two years in my work of the department of public instruction that

I had known about that I had first realized. The service that they provide is directly to parents whose children are in our system of special Ed. Students that are on IEPs and most often when a student with special needs transitions from the 0-4 into that what is mainly in private services our services that are facilitated by their physician or support networks there. Coming into the public school system it is a whole other set of federal law that really regulates the IEP meetings and the services provided and any of you that have read that or seen that section of code of federal law it is quite a marred to navigate. So the parent pathfinder program really does provide a service to students, a liaison, and a network, a link where parents can go to and receive information to prepare them for those meetings with their child's schools IEP team. Because my office deals with grievances or we receive the calls to try and facilitate and do mediation for parents that are having a challenging time with their school districts and their special education units receiving services that their students need. Our special education unit director works closely with the parent pathfinders. I have had several calls in the last two or three months from parents that have called my office directly with concerns that I have been able to refer them to parent pathfinders and we have really been able to help and assist kids in a meaningful way and help their parents become connect. The young entrepreneur in my opinion all things that enhance and impact education and provide opportunities for our kids are good things, valuable things but I understand the roll of our legislatures to determine if they are a nice or a need. Our flow through grants aren't really part of our budget it is the flow through the agency that delivers them and a lot of them have arisen, because there is a need and it has been expressed to one of the legislatures and been brought forth as this would help our students and legislatures find it valuable.

Chairman Monson: On the flow through grants, number 8 and 9, both deal with ESPB. I wonder if we shouldn't get Jannette Welk over here to explain that increase because it is pretty substantial.

Baesler: I believe Laurie Stenehjem is the director of that program.

Chairman Monson: We had Laurie here and we talked about that. I don't recall what she said the need was.

Baesler: The conversations that I have had, with Mrs. Stenehjem was the increase in the new teachers in North Dakota. That was not anticipated. The program deals with the first year teachers in North Dakota and that is my recollection.

Chairman Monson: So there are more and more teachers retiring and new ones coming in.

Vice Chairman Streyle: On the green sheet in the executive recommendation the CPR piece was going to be taken out but they added it back in, is that correct? None was used last biennium so do we think it is going to be used this biennium?

Baesler: There was minimal that was used last biennium and what they have done was it was taken out and then added back in because what they have done is they have opened it up to middle school now and they are hoping that the high school students their schedules get a little tighter and have a lot more electives to choose from so they are hoping by

opening it up to the middle school and high school that more of our school districts will take advantage of that.

Vice Chairman Streyle: Teacher evaluation system there is a grant item for that and then an ongoing operation expense, was that for what has to kick in in a couple years for the common core piece?

Baesler: There is absolutely no requirement for a principle or teacher evaluation. Had we choses to apply for the ESEA waiver it would have been a requirement but as you remember I withdrew our waiver in March of 2013 because I didn't feel it was appropriate for the federal government to become that involved but when we withdrew the ESEA waive we as a state determined that affective principle and teachers were very very important to receiving results in our school system so we as a state decided that is an important piece. Effective evaluations in my opinion are critically important to increase student achievement.

Vice Chairman Streyle: On the mentoring piece 700,000 dollar increase on that, what is the plan for that program?

Baesler: That again would be a flow through grant.

Chairman Monson: Difference between a strategist and mentor and coach. Someone asked me about strategist.

Baesler: The performance strategist is included in the base so they are not at their own line item but what a performance strategist does is really takes a look at information the data received on students and works with the classroom teacher to identify specifically strengths and weaknesses of individual students and helps teachers group students together that have common weaknesses and brain storms ideas of different instructional strategies to reach those students.

Chairman Monson: In your office?

Baesler: Through the formula. Performance strategists are hired by individual school districts and by REA's.

Chairman Monson: Nothing has changed no additions to that?

Baesler: I don't believe Chairman Nathe's committee made any changes.

Chairman Monson: It just stayed as the Senate had it or stayed at the same base level.

Baesler: It's in the base.

Chairman Monson: Same as last time. What is that number?

Baesler: The base funding per student payment.

Rep. Dosch: Is there also funding for performance strategist for teachers? It seems like the students are always the problem in the classroom and sometimes it might be the teacher.

Baesler: We have to grow our principles and our principle evaluation and there are programs I am investigating. So right now that performance strategist and that instructional coach roll are falling on our principles to help our teachers.

Rep. Martinson: Do you think it is time that we have a rural serious discussion or even study on whether our colleges or universities are properly preparing our teachers to enter the classroom. We keep blaming the current teachers or we blame the students we never say maybe it's the colleges that aren't adequately preparing the teachers.

Baesler: Yes, I think the university systems and the preparation programs are ready fro that now as well. There has been a lot of conversation within the last 12 months that I have seen among my colleagues across the nation and certainly here in North Dakota that really involve a teacher preparation. It is something that our department is working with. We need to have our students have less theory, less history of education and more practical experience in the classroom, more field experience and that comes in the accreditation of this is my opinion.

Rep. Martinson: Do you feel that young teachers are indicating that they are not adequately prepared for the classroom?

Baesler: Yes that is why too many of our teachers leave the profession of teaching within the first five years. We do provide them support on the mentoring program the Laurie Stenehjem provides is very helpful and we are getting into another area that the house as talked about and discussed in relation to dollars as well.

Rep. Guggisberg: Do most schools do exit interviews especially when young teachers leave to find out why they left and do you have data about that?

Baesler: Some districts do some don't depending on the size of the district and honestly the size of their HR. We do not collect that data.

Chairman Monson: Special education gifted and talented 800,000 dollars that hasn't increased hasn't decreased what do you do with it? What programs are out there?

Baesler: I'm not that familiar with the special education dollars. They are part of special education and they are part of individual education plans.

Coleman: Those are grants that go out to school districts based on levels of service. So if they have people that are credentialed out in the school district for gifted and talented programs then this money is distributed to those districts.

Chairman Monson: Can only go to those that have credentialed teachers that have the credential for gifted and talented correct?

Coleman: That is correct, and it is only the big ones. If I remember the list there may be eight districts on there that receive funding through this.

Chairman Monson: AP courses and things like that are not included in here. It's above and beyond that

Coleman: They are just grants to school districts that have that credential staff.

Chairman Monson: They really don't have to be held accountable for those dollars?

Coleman: There is no follow up on our end we just distribute the grants based on the language and the bills so school districts use that revenue as they see fit I guess.

Rep. Sanford: Could you comment on your historical batting average when it comes to the number of students that you pick, because that is a significant part of this. I noticed that the adjustment here was fairly significant.

Coleman: Are you looking at that 25 million I can break that down. There is a number of components to a formula. We also have to project local revenue too into the formula so in terms of where that amount of unobligated this biennium was about 2 percent of our appropriation and about half a percent of that was being on the long side for students. Then we had built into the formula a half of percent for a cushion of about 10 million dollars so that accounts for one and then the other part deals with dramatic increases and taxable evaluation and oil and gas taxes that school districts should have got would have accounted for that other. So to break down that 2 percent half a percent was for students, half a percent was what we anticipated to build into the formula so we had some sort of a cushion and the remainder was the other sides were we estimated the local share and if that is high then the state brings it down.

Rep. Sanford: It is fair to say you anticipate a cushion here and that is important to us to as appropriators.

Coleman: Yeah, we anticipate a little long. We do know that fall enrollments is going to have a natural decrease for those kids that decide to leave the system and 16, 17 and 18 but I am leaving them in at the fall enrollment count so that should give me that half a percent, maybe more on the enrollment counts.

Chairman Monson: Ok transportation.

Baesler: Transportation the dollars, yes those dollars have been there for quite some time. If we don't use them they get returned to the general fund. Previously and historically they were used for school bus driver training. We have a new person in that roll, Don Williams, previously the person located in that role was located in the Fargo office. He has been with us for I believe just about six months. Since he has joined our team he has decided to review our school bus driver manuals and he is pulling together a committee. Upon his review of those he noticed that there was a lot of things that weren't very clear. I will have a conversation with him on why we discontinued those school bus driver trainings but it is in my hope to be as responsive as possible to our school districts and the needs that they

have for safe bus transportation. Obviously we don't want slush funds and if there are areas that aren't necessary we haven't used all of it historically in the past and we do return it to the general fund.

Chairman Monson: So that isn't dealing with the efficiency of it you are talking just money that does not go out for whatever reason.

Baesler: No that is agency money that we use to provide services and assistance and technical assistance to our local school districts. If we don't use it at the end of the biennium whatever we don't use is returned to general fund.

Chairman Monson: So when Representative Boe made the motion to remove 3 million will that have an effect on that?

Baesler: It wouldn't impact this. That is money that is actually delivered to our school districts.

Vice Chairman Streyle: On the school districts safety grants why weren't those all given out?

Baesler: We were a little disappointed as well. The criteria was challenging. The ending fund balance was a challenge for some of our school districts.

Chairman Monson: There is a lot of discussion we are going to have to do on this bill. I don't see a lot of changes. One of the things that we have some disagreements with would be whether we fund that reduced breakfast and lunch. I don't see any significant audit findings.

Recess 10:10 AM

Reconvened 10:30 AM

Chairman Monson: Sounds like we are going with the 70/30 agreement. The hot lunch reduced is what is in the discussion. I had Sheila check and see what would be the price tag if we did the state paying parent share of the reduced breakfast instead of both breakfast and lunch. She said that the number came back at about 205,000 dollars if we supplied the 30 cents to bring the reduced breakfast up. So that would cut 800,000 dollars out of that number. I asked Sheila to put together and amendment to do the reduced portion of the breakfast alone.

Rep. Dosch: I'm not finding that line item.

Chairman Monson: It's on the green sheet page 3 the last bold print. Its 1.72 million. The Senate sent it out. If we did just the breakfast it would be 205,000 dollars so we would reduce this budget by 867,000 dollars.

Rep. Martinson: I hear the reports on the school food programs and the kids aren't taking or eating the food, are they eating breakfast or are they passing on it?

Chairman Monson: I can't answer that question for you. I know we did have breakfast in the school that I was at and we had pretty good participation but it depended on what we had. It was definitely optional and it was cheap enough.

Rep. Martinson: Is this breakfast program fully funded by the state, no we take federal dollars so we have to use their menus.

Chairman Monson: They have to meet the dietary requirements and they are fairly strict but they always include juice or milk. A lot of times there is pancakes and scrambled eggs but it isn't a big meal by any means. Most of it is federal so if the parent or the family is of an income where they would qualify for a free breakfast then the federal government pays the whole tab for that. Then there are those that are at 85 percent of poverty and that one they would be considered reduced and they have to pay the 30 cents out their pocket the parents per child per breakfast and 40 cents for the lunch would come out of their pocket and then the federal government pays the difference.

Rep. Martinson: What do you then? Do the parents come in at the start of a school year and do they fill out some forms to determine their level?

Chairman Monson: When the parents come in and register their child for that school year we give them the forms we explain how it works if they have any questions.

Rep. Dosch: We wonder why these budgets keep increasing and why government keeps increasing and more government programs and we all complain about it and the bigger government this is just another example. North Dakota is number two in the nation per capita income, we are the highest growing growth in our per capita income in the nation and now we start reverting back to more social programs.

Chairman Monson: You are absolutely right. Just a little history on the whole hot lunch program it's through the farm bill. USDA and the more money goes to these programs through USDA through the farm bill to food stamps and hot lunch programs at the schools and the welfare that the farmers get. It is a drop in the bucket. They call it a farm bill the amount of money that comes to programs like these is huge compared to what the farmers get.

Rep. Boe: I would just add that that is strategic for them putting it all together, because agriculture couldn't get enough votes for a farm bill without all the programs in there.

Chairman Monson: I have an amendment being drafted so at least it is a reduction if we chose to go that route.

Rep. Martinson: We should study teacher preparation I think we should include principles and a selection process or how that works too. I just think we need to see if we are properly educating young teachers. If people agree that we should ask it be considered I would draft it otherwise I won't do that.

Rep. Guggisberg: I guess I would prefer to see a study as to why new teachers are leaving. It doesn't have to specifically be about preparedness from higher education what is the reason that North Dakota teachers are leaving?

Rep. Martinson: Let's just included that.

Rep. Dosch: I absolutely agree I think it is important and it's even more important why they are leaving. Pretty much every person I know that has left the teaching profession none of it is because of pay. It is all because of other reasons. They didn't know what it was going to be like when they got into the class they didn't feel prepared. It was all these other reasons so I think figuring that out and if there is a gap between how they are taught in our higher Ed system and what we need to do to keep them as teachers I think is very important so I would fully support that type of a study.

Rep. Boe: I will support the study but one of us is going to be shocked at the outcome, because I think money is going to be one of the answers.

Rep. Dosch: I disagree.

Chairman Monson: I was a teacher and I knew I was never going to get rich being a teacher and I went into it anyway and loved every bit of it but it was the pay in the end that kind of said you know I'm not moving ahead very fast here. I thought I would move faster up the pay scale so it was either move into administration where I can go and ask for more pay and do more work.

Rep. Boe: Who are we going to have them report to? Can we have them report to the education committee?

Rep. Martinson: We have a higher Ed committee.

Chairman Monson: You are looking at the teacher preparation and how they are coming out of the colleges, we have kind of evolved this study into reason that they may leave after they have been in the system for a little while and the need for perhaps mentoring. We have to keep it fairly well focused.

Rep. Dosch: Would it be something as easy as directing the DPI to come up with a standardize exist interview form that our exiting teachers would be required to fill out. It would get sent right to the DPI office and they can collect some of this data.

Chairman Monson: So you would want a reporting mechanism that could be used as part of the study but I don't know that we need to have it in code unless you want to require that be done. DPI could certainly put together a form without having it in code but if you want report back here and make it clear then I guess that is how we would have to do it.

Rep. Dosch: I think that is really important information that we should know and how do you improve if you don't know why your people are leaving you.

Chairman Monson: It's pretty hard to force someone who is leaving the profession to fill out a survey or form but I guess there could be an attempt at getting some of that information.

Rep. Guggisberg: We do that at the city of Fargo. When employees leave there is an exit interview and most people participate but instead of putting it in code that they have to do that make it part of the study in case there are some things we aren't seeing here.

Chairman Monson: Kirsten want to come up and tell us if you do something or how hard it would be to do this?

Baesler: There is an exit interview but nothing collected. It is a challenge when they leave the profession they are done in May and moving on to other things. About six months ago the department of education when they were working on the higher Ed side of things they put together new administrative rules of requirements for higher education teacher preparation programs and we are in the process of working through that right now. It is now requiring that teacher preparation programs would require several things of them to report the student achievement of the first year teachers.

Chairman Monson: So do you want this as part of the study we are talking about if that goes forward?

Baesler: I think the study would work very well with what we are already doing.

Chairman Monson: I know we have a couple people in here interested in that CPR program. I have seen it in here several times as I went over it and it's not in the flow through grants though. The Senate changed it so that is now eligible for middle school.

Sandness: It was included in the base budget and the executive budget removed it but the first chamber with the bill was either to adopt or not adapt all of the recommendation in the executive recommendation. This was one item that was not adopted by the Senate that came from the executive recommendation so that was something that was in the executive recommendation to remove that funding but it was not removed. So it is in the base budget.

Chairman Monson: At 450,000 dollars minus whatever they spent?

Sandness: It is not carry over it is actually in their base budget. Whatever is left in the 2013-2015 biennium will be part of the turn back. This is separate.

Chairman Monson: So it is turn back and then it is reauthorization of new money.

Sandness: New money correct.

Chairman Monson: Same amount?

Sandness: Same amount.

Chairman Monson: There must be another line item in here.

Sandness: The green sheet is just the executive recommendation and so what we do with that first chamber is we say this is the green sheet, this is the executive recommendation and we look at each item in the executive recommendation and give you what that first chamber did. The senate did not remove the funding meaning the senate did not adopt this change so there for its not being removed it is still in there. It is part of the base.

Chairman Monson: What is confusing is we asked not to have reduction or not to use the governor's recommendation. We asked to go off last year's base budget. Now the first half we did that pretty well.

Sandness: If you see at the top where both of these columns start with the base level on both cases. This is a Senate version here what we are looking at. Both of these base levels are at the top.

Chairman Monson: If you would have gone down each line with a base number on the left side instead of just one lump sum at the top as the base it would make it a lot more simple to see which line item was. Some of the legislative counsel members have started doing that.

Sandness: What we have done is basically take that base number and show you this is what the executive budget is asking for changes and this is what the Senate adopted for changes. So the senate didn't take that reduction so it is still in that base budget.

Chairman Monson: On this summary sheet if you had the base line item. Bottom line there is 450,000 dollars in the base for CPR. The Senates real change was just in the policy where they made it available to junior high. They didn't spend it last time so it goes back. We will give them one more chance to make this fly.

Rep. Guggisberg: I did visit with DPI about this because I had the same concerns why this money wasn't being used and it seems like we just needed to get more information out as far as how the program worked and like they said earlier to expand it to include Jr. highs. They also did a quick informal survey of schools and how many are teaching CPR and I was surprised at how many were not teaching CPR.

Chairman Monson: Many years ago we brought in the firemen and people trained in CPR and they actually put on workshops for all of our teachers to have it and we had a traveling manikin that we sent around to the schools. I guess leave it in there if it doesn't get spent it gets turned back. It is a worthwhile program.

Sandness: One other thought is you could make it onetime funding if you were looking at reducing the general ongoing funding you could make it onetime funding and then it would come out next time unless you decided to refund it.

Chairman Monson: That would be an idea if it doesn't get spent again this time it is probably one that we would give up on then. Committee do you want to make it onetime funding or do you want to keep it in the base? Move it from the ongoing to onetime. We

need to reduce our ongoing substantially. We talked about adult education. Some of that is where they are teaching the EEL to immigrant adults as well as dropouts. I know they have run for years on a shoe string budget. The Governor recommended and increase of 624,000 dollars the Senate put a million in.

Rep. Sanford: I have a scenario that will either fall flat or it will get us along way down the road. If you look at the handout that came to us today and with the fiscal note and you look at the three columns. What I would like to ask Mr. Coleman to look at what I would like to do is take the column where the House Ed work is done and essentially bless it with the exception of putting in a three and a three, which to my understanding is 26 million. Then look at the mineral taxes on the bases of a 70/30 split as it being discussed over in the Senate approps, I think that will create more of a local share and less demand for the state. Then I would like to have him go back to the green sheets of 2013 and remove 2 million dollars without specificity from 15 and 18 and see what the produces.

Coleman: I am a little bit unclear on the last request.

Rep. Sanford: it would just be out of the budget. 14 and 18 on the green sheets but all you would have to do is take them out of the expenditures for those two numbers.

Coleman: I'll talk to you after the meeting you can tell me what you are looking at.

Rep. Sanford: I'm thinking that is going to be somewhere in the vicinity where the House Ed committee has 1.904. I am thinking it is going to be somewhere in the vicinity of 1.918 or something like that.

Rep. Dosch: Now when you say 3 percent you are talking about the per student rate adjustment.

Rep. Sanford: That is correct.

Rep. Dosch: Why go to 3 percent that is basically an inflationary adjustment number isn't it in essence.

Rep. Sanford: When I am looking at a three and three I am coming out with a budget increase of about 6 percent for K-12 and when I look at the other budgets that have been passed out this would be modest in comparison to some of them. So it would be far from on the high end and probably fairly close to being in the second quartile.

Rep. Dosch: My only reasoning on that is we are looking at a 3 percent on a 2 billion dollar budget. It is a lot different than you know a 3 percent increase on a 200 million dollar budget. I just think when we look at overall cost inflation rate is below 2 percent so we have been granting them 2 percent seems more than reasonable to me.

Rep. Sanford: I understand that I am not making a motion here I just want a scenario to look at to work from that I think schools can live with and the difference right now between a three and three and a two and two is 10 miles of highway. What I am trying to do is give us something to discuss as a framework that is fairly close to the ball park and we can

argue about the details about where do you take the two million out of in the flexible and we already have a motion to reduce transportation. These other parts you can debate where you want to take it from and I think the discussion we were having is a big part of it. Is it two or is it three? I just think the three and three is still going to increase the budget 6 percent which is very much in the ball park of the state budget.

Chairman Monson: We were scheduled to do DPI and these two bills all day if needed with switching over to water in the afternoon. We probably are going to be going to water after the floor session. We need to be ready to move on this quickly once it gets to that point.

Meeting adjourned.

2015 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee - Education and Environment Division
Roughrider Room, State Capitol

SB 2013
4/10/2015
#26005

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Gail Hrdlicka

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind; to create and enact a new section to chapter 54-24 of the of the North Dakota Century Code, relating to the state library operating fund; to amend and reenact sections 15.1-02-02, 15.1-07-33, 24-02-03.3, and 39-01-03 of the North Dakota Century Code, relating to the salary of the superintendent of public instruction, PowerSchool, and the management and use of motor vehicles owned by the state.

Minutes: Attachments 1-2

Chairman Monson: Called the meeting to order.

Sheila Sandness, LC: Refer to attachment #1

Chairman Monson: You said number 9 because number 3 is in there

Sandness: This was a proposal to change the integrated formula rates to a 3% per year increase but the bill 2031 had the 2% per year increase in it.

Chairman Monson: The free and reduced breakfast was taken care of. The preK is in 2151 so we don't need it in here.

Sandness The preK bill has funding in it. SB 2151 has $6 million dollars and nothing in here.

Chairman Monson: I thought it had to be in here as well.

Sandness: Currently it does have $6 million dollars.

Chairman Monson: For some reason I thought it was going to have to be coordinated like 2031.

Sandness: It has the policy and the dollar amounts in it.

Chairman Monson: The amendments I have drafted for SB 2151 will be for preK those on free meals would get $2000 dollars; those on reduced would get $1000 dollars and those not on free or reduced would get nothing.

Sandness: $2000 for those on free and $1500 for those on reduced. It has $6 million dollars in it.

Chairman Monson: Why don't we put it in here?

Rep. Sanford: Would it be possible to ask the department what would be a typical percentage of each of the age groups?

Chairman Monson: I think they were using 40%.

Sandness: We did contact the department regarding estimates and grades 3-8 the percentage was 35% that qualified and that was for free or reduced. They did not have information on the preK group.

Chairman Monson: Jerry Coleman says about 10,000 births.

Rep. Sanford: Related to that to me it also makes some sense to look at the possibility of a greater grant if we think it fits within this budget. I think the issue has been is the grant significant enough to be able to cover a family that doesn't have the resources. It might not be enough to get them there.

Chairman Monson: We don't have time. We talked about putting language in here to combine the teacher centers and REAs by the end of the biennium.

Rep. Dosch: Where is the line item, I'm trying to see what we are funding them right now.

Chairman Monson: Teacher centers don't have a line item.

Sandness: That is a pass through grant so it is in the other grants line item.

Rep. Dosch: Sheila do you know the dollar amount?

Sandness: Yes, in the senate version it is $414,000 dollars which is the same as the executive budget recommendation. In the current biennium it was $360,000 so there is an increase of $54,000 provided in the executive recommendation.

Rep. Dosch: Do we know about this HESS money that has been distributed and I understand a good junk of that is going to these REAs. Is that correct?

Chairman Monson: There was no foundation to donate it to so ended up going through the REAs.

Rep. Dosch: Do we need any funding in there? Couldn't we take that grant line item out?

Chairman Monson: Teacher centers are different; REAs in a lot of cases they are providing special ed, manpower and administration; I think that the HESS money has been spent.

Rep. Guggisberg: The purpose for the HESS money was for new programs.

Chairman Monson: Tell us what the HESS money is for and why it ended up in REAs and if it has been spent.

Kirsten Baesler, State Superintendent: The HESS money was provided for very specific purposes; increase graduation rate, better to prepare our kids for college and career readiness and to create new programs. The money has been committed to those programs. That money expires and will all be gone in the year 2017.

Chairman Monson: You put it through the REAs just because that was the vehicle to get it there?

Baesler: HESS has a tradition of helping and providing community involvement. They were search for a vehicle in order to that they wanted to impact education in North Dakota there was no statewide facilitation opportunity for them to do that.

Rep. Dosch: What happens after 2017?

Baesler: After 2017, again they will evaluate which programs had the most impact and that is why the measurable data is now looking at which programs had the most impact; was it the career fairs, was it the counseling of the students. It would be up to the REAs and the local school districts to take that information and determine which of those successful programs are valuable for them to continue.

Rep. Dosch: How do you envision those successful programs being funded moving forward?

Baesler: The REAs receive some funding through the state through the funding formula and you will see that in the DPI budget. School districts also provide membership fees to the REAs to belong to that REA and take advantage of that collaborative effort in a region.

Rep. Schmidt: You said consultant contractor it would seem to me when the money went to the REA they took out some money for administration and then went to a contractor. How much did the contractor cost us?

Baesler: The consultant was hired by HESS they gave a gifted donation of $25 million dollars and of that there was a portion of that was removed for that consultant since there was no one in the state North Dakota to do that work. The estimate that was removed to pay the consultant out of New York was $5 million dollars.

Rep. Sanford: A teacher center is something that could be a component of the offerings of a REA and if it is valuable the REA should make the decision to offer it at the local level.

Chairman Monson: The carry over money for CPR program we put in $450,000 dollars last time and only $50,000 dollars got spent.

I have one other thing on safety grants and there are some carry over money because that program was scheduled to end.

Sandness: Are you talking about the $3 million dollars in school district safety grants?

Chairman Monson: Yes.

Rep. Martinson: The senate diluted the $200,000 dollars we had in the higher ed bill for the North Dakota Humanities Council for the civics and I would like to put that on the list that it is a onetime grant as a pass through grant for the purposes of writing the civic textbook.

Chairman Monson: We will add that to the pass through grants. Sheila, number 10 on here reduces funding for grants and other grants line item. What was that?

Rep. Sanford: That was tied together with number 9.

Chairman Monson: Let's look at page 28 of testimony.

Rep. Sanford: It seems unusual to me to have a young entrepreneur education program where we are paying and then these are being paid at the local level.

Chairman Monson: Take the whole thing or just take the increase. Sheila take out the $140,000 dollars.

Rep. Sanford: The mentoring program to me is essential when it comes to the flow through grants because the value is proven. They had some money they had from before and they spent almost $400,000 dollars more than was in the budgeted amount this particular biennium. This one should receive a $500,000 dollars increase.

Sandness: Do you want a $500,000 increase over last time or over what the senate provided?

Rep. Sanford: There is $700,000 dollars asked for so put it at $500,000 dollars and we have a start.

Sandness: It was $2.3 million dollars and it was increased $700,000 dollars to $3 million dollars.

Chairman Monson: That was the executive recommendation but you want $500,000 dollars.

Sandness: So $500,000 dollars over the last biennium.

Rep. Sanford: The parent project is a significant part of the federal law and the state expectations.

Chairman Monson: The senate gave them $15,000 dollars increase, do you want to take it all or do you want to take the $15,000 dollars increase? Rep. Sanford is recommending they all go. Take that one out completely.

Chairman Monson: On #11, global bridges, they ask for more money, $100,000 dollars and that is a really good program, I'm ok with leaving that there. I would suggest everything from 14 through 20 we could take all the increases out.

Sandness: 14 through 20 on page 28, we remove the whole thing?

Chairman Monson: Yes.

Sandness: In senate bill 2151 the appropriations to the Dept. of Commerce to administer would you want the department to have a pass through grant?

Chairman Monson: If SB 2151 goes ahead then you need a pass through.

Vice Chairman Streyle: Amendment 15.8146.02003 attachment #2.

Rep. Martinson: Made a motion to accept amendments to the list and seconded by Rep. Sanford:

Rep. Guggisberg: I don't think it is a good idea to take the money from the reduced lunches; I hope in the conference committee we can increase the funding for preK.

Sandness: Does the motion include #5 that had to do with the Medicaid matching?

Chairman Monson: Yes.

Voice vote taken. Motion carried.

Vice Chairman Streyle: Made a motion to adopt amendment 15.8146.02003 and seconded by Rep. Dosch. Roll call vote taken. Yes 3, No 5, absent 0. Motion failed.

Rep. Martinson: Made a motion for a do pass as amended and seconded by Rep. Sanford. Roll call vote taken. Yes 6, No 2, absent 0. Motion carried. Floor assignment - Chairman Monson.

Meeting was adjourned.

2015 HOUSE STANDING COMMITTEE MINUTES

Appropriations Committee
Roughrider Room, State Capitol

SB 2013
4/10/2015
Job #26035

☐ Subcommittee
☐ Conference Committee

Committee Clerk Signature Kenneth M. Tarkelson

Explanation or reason for introduction of bill/resolution:
appropriation for defraying the expenses of the department of public instruction, the state library, the school for the deaf, and the North Dakota vision services - school for the blind;

Minutes: Attachments: #1, #2.

Chairman Jeff Delzer opened the hearing on SB 2013.

Representative Monson: Spoke on amendment 15.8146.02007. (Refers to Att. #1) The health insurance came out, of course. That's #1. #2, English learner grants included in SB 2031 is adjusted to provide a total of $1.2-million from the general fund. It is quite a bit less in here than it was in 2031. What we did, any reference that you're going to see to 2031 is going to take this level to the same level as we sent out 2031. So 2031 has the formula in it, and if you see any reference to a formula change, that means we are reducing it, probably, from where it is in conference at this moment. We tried to integrate this formula, 2031, into this one. #3 matches this amount to 2031. $133.8-million taken out. Funding for transportation grants reduced in here, and this was not in 2031. This was at $6.5-million, and it's down to $3.5-million. We took $3-million out of there. #5, funding is added for Medicaid matching requirement to school districts related to increased medical assistance payment rates for physical, occupational and speech therapy services resulting from SB 2272. I think Rep. Pollert and Human Services sub-section worked on this and understands that amount. This is an increase to the bill. They have to make this payment over there. If they didn't put this in, then the payments to the schools would be dropped. It would be a pretty small amount, really.

Chairman Jeff Delzer: It should match what you did in the DHS budget, because I think we got a Do Not Pass on 2272.

Representative Monson: #6. Funding added by the Senate to provide free breakfast and lunch to students eligible for reduced-rate meals is decreased to provide a total of $205,000 from the general fund to provide free breakfasts to those students. The Senate put in money to pay the school districts so they could provide free lunch and free breakfast to all kids whether they were free or reduced. What we decided to do was fund only the free breakfast portion, and that was $205,000. The logic behind that was, it's 30-cents per kid to give them a breakfast, and breakfast is supposed to be the most important meal of the day. So we thought we would fund that one, and the lunch is the more expensive one anyway.

Chairman Jeff Delzer: They're still eligible for the reduced price or free if they qualify?

Representative Monson: Right. #7, funding is added for a pass-through grant to the Department of Commerce for early childhood education grants. These are pass-through grants.

Chairman Jeff Delzer: This is the issue Rep. Rick Becker was upset about.

Representative Monson: No, this is 2151.

Chairman Jeff Delzer: It shouldn't be 2151. What money did you put in here for that, then? 2151 you wanted to add to this because that had the appropriation in the bill. And we adjusted that down to $3-million.

Rep. Monson: Well, it goes into the Department of Commerce. What was the reason behind that. I think our plan was to amend 2151 to take the money out of there and put it in here.

Chairman Jeff Delzer: So that needs to come out of here?

Sheila Sandness, Legislative Council: They discussed this morning, amending 2151. You would have to change that to special funds authority because right now it's general funds going to Commerce. So Commerce would need special funds to get the money through DPI. That was the discussion; to amend 2151. If you don't want to do that, we can just take the $6-million out of here.

Chairman Jeff Delzer: Yes, but Commerce is not supposed to give the grants to DPI; they're supposed to give the grants to the individuals.

Sandness: If the general fund money passes through DPI to Commerce, they would need special funds.

Chairman Jeff Delzer: But 2151 puts it straight to Commerce.

Sandness: Right. If you leave it in 2151, it goes straight to Commerce.

Chairman Jeff Delzer: We need to remove Number 7 on page 5 of the amendment.(Refers to Att. #1

Representative Monson: #8, one-time funding. Added to provide a pass-through grant to N.D. Humanities Council for the development of elementary and secondary civics education. The Senate killed a bill that put $200,000 for civics curriculum. We require civics in elementary and secondary. We don't have the curriculum and the textbooks and so on. So they've been providing the curriculum updates to the books and stuff that we use for that. For some strange reason, the Senate decided to kill it. So we decided to put it in here as a pass-through grant to the Humanities council so they could do an unfunded mandate or fulfill the unfunded mandate that the Senate left. #9; funding is removed or reduced for the following other grants provided from the general fund: There is a whole host of pass-through grants that are not part of DPI's budget. They just get the money and pass it on through to other agencies, other entities. They're all related to education. These are ones that we decided to either enhance or reduce. We reduced the mentoring program by $300,000 in general funds so it's now $2.7-million. The Senate had put in $700,000 increase, and we were told that with the number of new teachers and so on, we didn't need quite that much, so we were able to cut it down by $300,000 to $400,000. Teacher center networks: we cut that down by $54,000. Lead Center, which is leadership for superintendents and principals, we cut that by $7500, which is what the Senate had enhanced it by. Rural art outreach programs, we cut $20,000. N.D. Young Entrepreneurs education program. This is a strange thing. We never had any of this before a few years back. This guy from Minnesota has started a business, and he puts on

entrepreneur camps; the schools say it's really good. He came in, made a presentation, and we liked it. But he had been getting $120,000, and the Senate added another $20,000. We found out that the schools pay this guy, so why are we paying him too? So we took it all away. We The People program; we took it back to where they had been before. Pathfinder Parent project: we took the whole works. They started not too long ago. They'd been getting Federal funds, and the Federal funding has been shrinking. So they have been coming in and asking for more money. They come in and help parents go through the IEP process. The special ed units; they hire people to do this same thing. They're very wary of the rights of the parents, and they inform them every step of the way of all their rights and everything. We talked to a few special ed people, and they said, we do that already. So rather than replace more Federal funds, we took the whole program and took it down to zero. National Writing Projects: we reduced that back to the level it had been before. There's several of them. We kept that at the same level. So we reduced those pass-through grants by $692,600. At the bottom of page 5, there's several different sections: designates funding for CPR grants as one-time funding. Last time, we gave them $450,000 for the CPR grants for all the schools to teach CPR, and they were supposed to have a match. And there was some confusion in the schools, a lot of schools didn't have the money; didn't have the match, didn't get advertised very well. $50,000 of it was spent. Now they have gone back and decided they are going to offer this one more time. We said we'll do it once more, but you carry over those funds, the $400,000 that they didn't spend last time, we'll let that go forward. It also amends a section related to the distribution of transportation grants to adjust reimbursement rates to reflect the $3-million reduction in total available grants, causing a little heartburn for rural schools especially, but adds an exemption to provide that any safety grant funds at the end of 2013-15 biennium, may be continued into the 2015-17 biennium. A couple years ago we funded some safety grant programs. I think there's $50,000 left. There's some they haven't spent yet, so we'll let them carry that over. I think it was $500,000. It adds a section to legislative intent to require that during the 2015-17 biennium, teacher center networks merge with regional education associations, and to provide mergers are complete by July 1st, 2017. Right now through the 2031 bill formula, every school gets a factor per student to join a REA. Especially the rural schools get a lot of benefit from those because they're able to pool their teacher in-service money and their various grant moneys so they can do things with their neighboring schools. We used to have small REAs; now there are eight regions. There are nine teacher centers. They have been around for a long time as well. The teacher centers have been in the big schools for a long time. We're going to give them two years to reorganize yourselves and get one administrative unit. Some of them are already together. Legislative Management study of school district transportation and state reimbursement: we added a section to provide a Legislative management study of teacher preparation including reasons why teachers leave their profession.

Rep. (Not Audible): I know teacher centers have been around for about 45 years. Was there something that led you to draw that up? Or was there some push for it?

Rep. Monson: Today we have at least a couple different REA administrators, who are also teacher center administrators. And they are actually housed in the same building, but there's two sets of funding, and two sets of administration. We talked with a number of these people the other night, and they said, you know it's not a bad idea because they're kind of duplicating. The state library: we looked at all of those, and the only things we did were the wages and salaries and accrued leave and the insurance. The Senate actually did a really good job on these. They did not put anything in. They took out some building and remodeling things, so the state library has some grants that go out to the local schools. You'll see that the base budget was $2,519,000. They increased that to $3,135,500. These are grants that to local and county libraries and so on.

Chairman Jeff Delzer: The question on that, though, everyone is going to electronic. I can't understand why we continue to increase those.

Rep. Monson: Part of the reason is get up to speed on computers and digitals. They are going away from printed books to digital books.

Chairman Jeff Delzer: Questions on the amendment?

Rep. Monson: Do you want me to keep going on the School for the Deaf? The School for the Blind, the School for the Deaf and the State Library are all other separate budgets within this.

Chairman Jeff Delzer: Didn't you say you had gone through these?

Rep. Monson: The Senate did enhance a couple, if you want me to hit on them? School for the Deaf added one FTE, and that is because they do more services. They do outreach for the hard of hearing, and they're going out into the western part of the state. There was one other spot that there was $600,000 added. Capital assets at the School for the Deaf. No FTE increases other than that one.

Chairman Jeff Delzer: And you think that one is worth leaving in there?

Rep. Monson: That's for helping the hard of hearing of all ages in the western part of the state because they're finding a bigger need out there, and they've only got one to cover the state right now.

Representative Nelson: At the School for the deaf, is the number of students being served declining or increasing? Could they have shifted that FTE to a travel situation? I thought the population was declining.

Representative Monson: The population actually declined steadily for quite some time, most of the services are provided there. But it's now called the School for the Deaf and Hard of Hearing, which covers all ages because you're right, it was a huge budget for a small number of kids.

Chairman Jeff Delzer: It seems to me, about four years ago, we made that change, and it did change it, and I think they do a lot of it on the road, but the question of how far we go in the age group, I'm not sure, but I think this is for the ones just out of high school that are needing help to just transition before they can afford it on their own.

Representative Monson: This is for everybody.

Chairman Jeff Delzer: Why are we doing it for them, when we do the IPAD, we do everything else? That's a question I can get out of what Rep. Nelson said. You have all these hearing specialists everywhere, too. Is there qualifications on eligibility, on price, or on assets, or income?

Rep. Monson: I don't really know because this has been their mission for some time, and I don't believe so. It does cover all ages and signings at colleges.

Rep. Monson: I would move adoption of Amendment 02007.

Chairman Jeff Delzer: I would ask that you consider doing that with the removal of Number 7, which is the early childhood grants money.

Rep. Monson. That's my motion.

Rep. Martinson: Second.

Chairman Jeff Delzer: Discussion? Seeing none.

VOICE VOTE TAKEN: MOTION IS CARRIED.

Chairman Jeff Delzer: Further amendments?

Rep. Streyle: Section 28 in 2031 was the contingent funding for early childhood education impact study. It says, superintendent shall use $200,000 for the purpose of contracting with a research institution in this state to study the impacts of early childhood development provider grants.

Chairman Jeff Delzer: I know I had been asked to bring that forward and have the discussion on it, and I forgot when we were working on 2031. I would hope that somebody would consider making a motion to take that out. We would have to say we would remove the funding for section 28 and the language of section 28 out of 2031. We'd do it in this bill. (Refers to Att. #2)

Rep. Streyle: I make that motion to move it out of 2031.

Rep. Silbernagel: Second.

Chairman Jeff Delzer: We have a motion to further amend, to remove Section 28 and the $200,000 appropriated, and along with it, out of SB 2031. Discussion?

VOICE VOTE TAKEN: MOTION IS CARRIED.

Representative Brandenburg: There's an issue dealing with declining enrollment, and they have here $14,800,000 for rapid enrollment. I make a motion that 10 percent of it, or $1,480,000 go to declining enrollment.

Chairman Jeff Delzer: We have a motion to further amend, to take 10 percent of the rapid enrollment appropriation and move it to declining enrollment. Any idea of how you would do that?

Rep. Brandenburg: There is already a designed program.

Chairman Jeff Delzer: The language was never printed anywhere, so it's not there.

Rep. Brandenburg: Rep. Pollert and myself worked on this, and I suppose I won't get a second, but we have language and ideas on how to make that work with declining enrollment.

Chairman Jeff Delzer: But do you have the language drawn up?

Rep. Brandenburg: No, but I thought I would give this a try. I guarantee you we'll get it if we can get that. I'm making a statement here. We can't take care of rapid and we can't take care of declining.

Representative Boe: Second.

Chairman Jeff Delzer: To further amend and take 10 percent of the rapid enrollment money and move it to declining enrollment in a way to be later described. Is there any discussion?

Rep. Nelson: This is a serious issue, and it deserves some attention. But it deserves more than just the attention of a statement. It needs to be fully vetted.

Chairman Jeff Delzer: That's why I'm not going to support it; because I don't know. If we had the language in front of us, we could make a valid decision; but it should have been a stand-alone bill that came by itself; went through all the channels, and had the discussion.

Rep. Nelson: Well, it did. I don't have any problem with this method because we've done a lot of things with this method, and accomplished that. But there's no system here. There's no payment system. The $1.4-million, does that even prove a need? How would it be distributed? What would be accomplished by it? That's the key. We definitely need to look at this, and have a recommendation in the next legislative session. I think the consultant that worked in the last interim had some recommendations that were before him, and they were never presented. And that's a frustration to me because this was brought to the interim committee before they began their work last interim. And I think there is a template that could be utilized to distinguish not every declining enrollment school district is going to be here 10 or 20 years from now, but some of them are, and that should be part of a decision making process of this formula.

Rep. Brandenburg: There's a study for it.

Chairman Jeff Delzer: One of the reasons the legislature made the switch to using the springtime; they made the switch to the one that helped the declining enrollment schools the most. I think that's why we've got the rapid enrollment issue that comes up every time. I know we did have an issue last session. I know we had some discussion on it this time. But if there's a study, I don't know what more you can do. Because putting this in there without the actual language of how you would do it; while it's a very valid issue, is pretty hard to do.

Rep. Monson: I agree with Reps. Nelson and Delzer and the concept here; but there is a hold harmless of sorts that you can only be reduced two percent. So if your declining enrollment amounts to a big drop, I believe it's a two percent cap that you're held to, of your base. That's in 2031, I believe.

Chairman Jeff Delzer: Further discussion on the motion to amend?

Vice Chairman Keith Kempenich: I think this has been an issue for quite a while. The thing is, though, when you get into that, you get into a steady decline, each year you just keep multiplying that two percent down. That's where the issue is getting into now. What's going to have to be in that study, you're going to have to have some critical schools and figure out how you're going to fund them. There are some of these, you just can't have schools seven miles apart. That's just not going to be a reality in the future.

Chairman Jeff Delzer: Further discussion on the motion to further amend? Seeing none.

VOICE VOTE TAKEN: MOTION FAILS.

Chairman Jeff Delzer: I would say we should put a study in here, if there wasn't one out there already. Further discussion on 2013?

Rep. Monson: I move a Do Pass As Amended.

Rep. Sanford: I second.

Chairman Jeff Delzer: Discussion by the committee? You know the issue of having the separate bills is really a hassle. I would hope at some point we can get away from that. It's just like even our Human Service budget. We have the budget there, that deals with all the money, and we end up with 10 or 20 or 30 bills that add money or take money away, and it's very hard for the

Appropriations committee. I appreciate all the work that everybody does to try to run that stuff together at the end. Because we don't ever get it until the end. Further discussion on the motion for a Do Pass As Amended on SB 2013. Clerk will call the roll.

ROLL CALL VOTE TAKEN: YES: 20 NO: 0 ABSENT: 3

Motion is carried, 20-0-3.

Rep. Monson will be the carrier.

Chairman Jeff Delzer closed the hearing on SB 2013.

Prepared by the Legislative Council staff for
Representative Streyle
March 11, 2015

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 3, after the semicolon insert "to provide for withdrawal from the smarter balanced consortium;"

Page 13, after line 18, insert:

"**SECTION 21.**

Withdrawal from smarter balanced consortium.

On the effective date of this Act, the governor and the superintendent of public instruction shall provide written notification to the smarter balanced consortium indicating that this state is no longer a participant in the smarter balanced consortium."

Renumber accordingly

15.8146.02007
Title.

Fiscal No. 1

Prepared by the Legislative Council staff for
House Appropriations - Education and
Environment Division Committee
April 10, 2015

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 7, after "state" insert "; to provide an exemption; to provide a statement of legislative intent; and to provide for legislative management studies"

Page 1, remove lines 20 through 24

Page 2, replace lines 1 through 10 with:

"Salaries and wages	$15,940,953	$2,339,053	$18,280,006
Accrued leave payments	322,068	(322,068)	0
Operating expenses	29,430,802	1,397,390	30,828,192
Integrated formula payments	1,752,100,000	144,900,000	1,897,000,000
Grants - special education contracts	16,500,000	800,000	17,300,000
Grants - transportation	53,500,000	3,500,000	57,000,000
Grants - other grants	272,996,261	1,548,466	274,544,727
PowerSchool	0	6,000,000	6,000,000
Rapid enrollment grants	13,600,000	1,200,000	14,800,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,154,540,084	$161,362,841	$2,315,902,925
Less estimated income	436,996,759	71,635,714	508,632,473
Total general fund	$1,717,543,325	$89,727,127	$1,807,270,452
Full-time equivalent positions	99.75	0.00	99.75"

Page 2, replace lines 15 through 22 with:

"Salaries and wages	$3,780,053	$401,127	$4,181,180
Accrued leave payments	75,354	(75,354)	0
Operating expenses	1,895,726	0	1,895,726
Grants	2,519,000	616,500	3,135,500
Total all funds	$8,270,133	$942,273	$9,212,406
Less estimated income	2,394,145	44,606	2,438,751
Total general fund	$5,875,988	$897,667	$6,773,655
Full-time equivalent positions	29.75	0.00	29.75"

Page 2, remove lines 27 through 31

Page 3, replace lines 1 through 4 with:

"Salaries and wages	$6,932,905	$781,425	$7,714,330
Accrued leave payments	134,846	(134,846)	0
Operating expenses	1,908,794	139,502	2,048,296
Capital assets	191,762	675,412	867,174
Grants	200,000	0	200,000
Total all funds	$9,368,307	$1,461,493	$10,829,800
Less estimated income	1,568,928	120,282	1,689,210
Total general fund	$7,799,379	$1,341,211	$9,140,590
Full-time equivalent positions	44.61	1.00	45.61"

Page 3, replace lines 9 through 16 with:

"Salaries and wages	$4,415,180	$344,969	$4,760,149
Accrued leave payments	87,463	(87,463)	0
Operating expenses	707,006	157,700	864,706
Capital assets	35,364	46,590	81,954
Total all funds	$5,245,013	$461,796	$5,706,809
Less estimated income	743,427	(118,102)	625,325
Total general fund	$4,501,586	$579,898	$5,081,484
Full-time equivalent positions	30.00	0.00	30.00"

Page 3, replace lines 21 through 23 with:

"Grand total general fund	$1,735,720,278	$92,545,903	$1,828,266,181
Grand total special funds	441,703,259	71,682,500	513,385,759
Grand total all funds	$2,177,423,537	$164,228,403	$2,341,651,940"

Page 4, after line 3, insert:

" Civics education grant	0	200,000
Cardiopulmonary resuscitation training grants	0	450,000"

Page 4, replace line 6 with:

" Total department of public instruction - general fund	$6,070,000	$15,480,000"

Page 4, replace lines 24 through 26 with:

"Grand total - all funds	$10,375,095	$16,386,000
Grand total - estimated income	1,112,588	656,000
Grand total - general fund	$9,262,507	$15,730,000"

Page 6, line 17, replace "twenty-seven" with "eighteen"

Page 6, line 19, replace "Sixty" with "Fifty-five"

Page 6, line 20, replace "Sixty" with "Fifty-four"

Page 6, line 31, replace "Sixty" with "Fifty-four"

Page 9, after line 13, insert:

"**SECTION 12. EXEMPTION - SAFETY GRANTS.** The amount appropriated for school district safety grants in section 1 of chapter 59 of the 2013 Session Laws is not subject to section 54-44.1-11 and any unexpended funds are available for school district safety grants during the biennium beginning July 1, 2015, and ending June 30, 2017."

Page 13, after line 18, insert:

"**SECTION 22. LEGISLATIVE INTENT - REGIONAL EDUCATION ASSOCIATIONS AND THE NORTH DAKOTA TEACHER CENTER NETWORK.** It is the intent of the sixty-fourth legislative assembly that, during the 2015-17 biennium, the North Dakota teacher center network merge with regional education associations and that the mergers be complete by July 1, 2017.

SECTION 23. LEGISLATIVE MANAGEMENT STUDY - SCHOOL DISTRICT TRANSPORTATION. During the 2015-16 interim, the legislative management shall consider studying school district transportation and state reimbursement for

transportation. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly.

SECTION 24. LEGISLATIVE MANAGEMENT STUDY - TEACHER PREPARATION AND RETENTION. During the 2015-16 interim, the legislative management shall consider studying teacher preparation and retention, including reasons new teachers leave the profession, federal requirements for teacher preparation programs, and possible enhancements to teacher preparation programs and other programs designed to improve retention of new teachers. As part of the study the superintendent of public instruction shall prepare exit interview forms to be completed by school districts when a teacher separates employment. The superintendent of public instruction shall compile the information from the exit interviews and provide a report to the legislative management. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	Base Budget	Senate Version	House Changes	House Version
Department of Public Instruction				
Total all funds	$2,154,540,084	$2,449,114,980	($133,212,055)	$2,315,902,925
Less estimated income	436,996,759	508,680,867	(48,394)	508,632,473
General fund	$1,717,543,325	$1,940,434,113	($133,163,661)	$1,807,270,452
State Library				
Total all funds	$8,270,133	$9,234,993	($22,587)	$9,212,406
Less estimated income	2,394,145	2,439,261	(510)	2,438,751
General fund	$5,875,988	$6,795,732	($22,077)	$6,773,655
School for the Deaf				
Total all funds	$9,368,307	$10,869,702	($39,902)	$10,829,800
Less estimated income	1,568,928	1,693,570	(4,360)	1,689,210
General fund	$7,799,379	$9,176,132	($35,542)	$9,140,590
Vision Services - School for the Blind				
Total all funds	$5,245,013	$5,730,901	($24,092)	$5,706,809
Less estimated income	743,427	631,843	(6,518)	625,325
General fund	$4,501,586	$5,099,058	($17,574)	$5,081,484
Bill total				
Total all funds	$2,177,423,537	$2,474,950,576	($133,298,636)	$2,341,651,940
Less estimated income	441,703,259	513,445,541	(59,782)	513,385,759
General fund	$1,735,720,278	$1,961,505,035	($133,238,854)	$1,828,266,181

Senate Bill No. 2013 - Department of Public Instruction - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$15,940,953	$18,356,066	($76,060)	$18,280,006
Operating expenses	29,430,802	30,828,192		30,828,192
Integrated formula payments	1,752,100,000	2,030,800,000	(133,800,000)	1,897,000,000
Grants - special education contracts	16,500,000	17,300,000		17,300,000
Grants - transportation	53,500,000	60,000,000	(3,000,000)	57,000,000
Grants - other grants	272,996,261	270,880,722	3,664,005	274,544,727
Rapid enrollment grants	13,600,000	14,800,000		14,800,000
Transportation efficiency	30,000	30,000		30,000

National board certification	120,000	120,000		120,000
Accrued leave payments	322,068			
PowerSchool		6,000,000		6,000,000
Total all funds	$2,154,540,084	$2,449,114,980	($133,212,055)	$2,315,902,925
Less estimated income	436,996,759	508,680,867	(48,394)	508,632,473
General fund	$1,717,543,325	$1,940,434,113	($133,163,661)	$1,807,270,452
FTE	99.75	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Adjusts Funding for English Language Learner Grants[2]	Adjusts Funding for Integrated Formula Payments[3]	Decreases Funding for Transportation Grants[4]	Adds Funding for Medicaid Matching Requirments[5]	Decreases Funding for Free Meals to Students Eligible for Reduced Meals[6]
Salaries and wages	($76,060)					
Operating expenses						
Integrated formula payments			(133,800,000)			
Grants - special education contracts						
Grants - transportation				(3,000,000)		
Grants - other grants		(1,300,000)			323,611	(867,000)
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
PowerSchool						
Total all funds	($76,060)	($1,300,000)	($133,800,000)	($3,000,000)	$323,611	($867,000)
Less estimated income	(48,394)	0	0	0	0	0
General fund	($27,666)	($1,300,000)	($133,800,000)	($3,000,000)	$323,611	($867,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Early Childhood Education Grants[7]	Adds One-Time Funding for Civics Education Grant[8]	Adjusts Funding for Other Grants[9]	Total House Changes
Salaries and wages				($76,060)
Operating expenses				
Integrated formula payments				(133,800,000)
Grants - special education contracts				
Grants - transportation				(3,000,000)
Grants - other grants	6,000,000	200,000	(692,606)	3,664,005
Rapid enrollment grants				
Transportation efficiency				
National board certification				
Accrued leave payments				
PowerSchool				
Total all funds	$6,000,000	$200,000	($692,606)	($133,212,055)
Less estimated income	0	0	0	(48,394)
General fund	$6,000,000	$200,000	($692,606)	($133,163,661)
FTE	0.00	0.00	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

[2] Funding for English language learner grants included in Senate Bill No. 2031 is adjusted to provide a total of $1.2 million from the general fund.

[3] Integrated formula payments are reduced based on House amendments to Senate Bill No. 2031, to provide a total of $1,897,000,000, of which $219,134,000 is from the state tuition fund and $1,677,866,000 is from the general fund. This level of funding represents a $144,900,000 increase from 2013-15 base level integrated formula payments and a $3,000,000 reduction from the executive recommendation. Funding for integrated formula payments is adjusted for the following:

Per student integrated formula payment rate adjustments	($43,580,000)
Senate increase to "at-risk" factor is removed	(45,100,000)
Additional property tax relief added by the Senate is removed	(22,000,000)
Additional professional development days added by the Senate are removed	(20,000,000)
Increases to the English language learner and regional education association factors included in the executive recommendation and the Senate version are removed	(1,320,000)
Increases to the school size weighting factors added by the Senate are removed	(1,800,000)
Total adjustment to integrated formula payments included in Engrossed Senate Bill No. 2013	($133,800,000)

[4] Funding for transportation grants is reduced to provide a total of $57 million from the general fund, an increase of $3.5 million from the 2013-15 biennium.

[5] Funding is added for Medicaid matching requirements of school districts related to increased medical assistance payment rates for physical, occupational, and speech therapy services resulting from Senate Bill No. 2272.

[6] Funding added by the Senate to provide free breakfast and lunch to students eligible for reduced meals is decreased to provide a total of $205,000 from the general fund to provide free breakfast to students eligible for reduced meals.

[7] Funding is added for a passthrough grant to the Department of Commerce for early childhood education grants.

[8] One-time funding is added to provide for a passthrough grant to the North Dakota Humanities Council for the development of elementary and secondary civics education.

[9] Funding is removed or reduced for the following other grants provided from the general fund:

	General Fund (Decrease)	Total General Fund
Mentoring program	($300,000)	$2,700,000
Teacher center network	(54,000)	360,000
LEAD Center	(7,500)	260,000
Rural art outreach program	(20,000)	415,000
North Dakota Young Entrepreneur education program	(140,000)	0
"We the People" program	(5,000)	20,000
Pathfinders Parent project	(146,106)	0
National writing projects	(20,000)	173,000
Total general fund	($692,606)	$3,928,000

This amendment also:

- Designates funding for CPR grants ($450,000) as one-time funding;
- Amends the section related to the distribution of transportation grants to adjust reimbursement rates to reflect $3 million reduction in total available grants;
- Adds an exemption to provide that any safety grant funds at the end of the 2013-15 biennium may be continued to the 2015-17 biennium;
- Adds a section of legislative intent to require that, during the 2015-17 biennium, teacher center networks merge with regional education associations and to provide mergers are complete by July 1, 2017;
- Adds a section to provide for a Legislative Management study of school district transportation and state reimbursement;
- Adds a section to provide for a Legislative Management study of teacher preparation, including reasons new teachers leave the profession, federal requirements for teacher preparation programs, and possible enhancements to teacher preparation programs and other programs

designed to improve retention of new teachers. As part of the study the Department of Public Instruction must prepare exit interview forms to be completed by school districts when a teacher separates employment. Information from the exit interviews must be compiled by the Department of Public Instruction and the department must report to the Legislative Management regarding the data compiled from the exit interviews.

Senate Bill No. 2013 - State Library - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$3,780,053	$4,203,767	($22,587)	$4,181,180
Operating expenses	1,895,726	1,895,726		1,895,726
Grants	2,519,000	3,135,500		3,135,500
Accrued leave payments	75,354			
	$8,270,133	$9,234,993	($22,587)	$9,212,406
Total all funds				
Less estimated income	2,394,145	2,439,261	(510)	2,438,751
	$5,875,988	$6,795,732	($22,077)	$6,773,655
General fund	29.75	29.75	0.00	29.75
FTE				

Department No. 250 - State Library - Detail of House Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total House Changes
Salaries and wages	($22,587)	($22,587)
Operating expenses		
Grants		
Accrued leave payments		
Total all funds	($22,587)	($22,587)
Less estimated income	(510)	(510)
General fund	($22,077)	($22,077)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

Senate Bill No. 2013 - School for the Deaf - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$6,932,905	$7,754,232	($39,902)	$7,714,330
Operating expenses	1,908,794	2,048,296		2,048,296
Capital assets	191,762	867,174		867,174
Grants	200,000	200,000		200,000
Accrued leave payments	134,846			
	$9,368,307	$10,869,702	($39,902)	$10,829,800
Total all funds				
Less estimated income	1,568,928	1,693,570	(4,360)	1,689,210
	$7,799,379	$9,176,132	($35,542)	$9,140,590
General fund	44.61	45.61	0.00	45.61
FTE				

Department No. 252 - School for the Deaf - Detail of House Changes

	Adjusts Funding for	Total House Changes

	Health Insurance Premium Increases[1]	
Salaries and wages	($39,902)	($39,902)
Operating expenses		
Capital assets		
Grants		
Accrued leave payments		
Total all funds	($39,902)	($39,902)
Less estimated income	(4,360)	(4,360)
General fund	($35,542)	($35,542)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

Senate Bill No. 2013 - Vision Services - School for the Blind - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$4,415,180	$4,784,241	($24,092)	$4,760,149
Operating expenses	707,006	864,706		864,706
Capital assets	35,364	81,954		81,954
Accrued leave payments	87,463			
	$5,245,013	$5,730,901	($24,092)	$5,706,809
Total all funds				
Less estimated income	743,427	631,843	(6,518)	625,325
	$4,501,586	$5,099,058	($17,574)	$5,081,484
General fund	30.00	30.00	0.00	30.00
FTE				

Department No. 253 - Vision Services - School for the Blind - Detail of House Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total House Changes
Salaries and wages	($24,092)	($24,092)
Operating expenses		
Capital assets		
Accrued leave payments		
Total all funds	($24,092)	($24,092)
Less estimated income	(6,518)	(6,518)
General fund	($17,574)	($17,574)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

SK
4/13/15
1/8

15.8146.02011
Title.03000
Fiscal No. 2

Prepared by the Legislative Council staff for
House Appropriations Committee
April 10, 2015

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 7, after "state" insert "; to provide an exemption; to provide a statement of legislative intent; and to provide for legislative management studies"

Page 1, remove lines 20 through 24

Page 2, replace lines 1 through 10 with:

"Salaries and wages	$15,940,953	$2,339,053	$18,280,006
Accrued leave payments	322,068	(322,068)	0
Operating expenses	29,430,802	1,397,390	30,828,192
Integrated formula payments	1,752,100,000	144,900,000	1,897,000,000
Grants - special education contracts	16,500,000	800,000	17,300,000
Grants - transportation	53,500,000	3,500,000	57,000,000
Grants - other grants	272,996,261	(4,451,534)	268,544,727
PowerSchool	0	6,000,000	6,000,000
Rapid enrollment grants	13,600,000	1,200,000	14,800,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,154,540,084	$155,362,841	$2,309,902,925
Less estimated income	436,996,759	71,635,714	508,632,473
Total general fund	$1,717,543,325	$83,727,127	$1,801,270,452
Full-time equivalent positions	99.75	0.00	99.75"

Page 2, replace lines 15 through 22 with:

"Salaries and wages	$3,780,053	$401,127	$4,181,180
Accrued leave payments	75,354	(75,354)	0
Operating expenses	1,895,726	0	1,895,726
Grants	2,519,000	616,500	3,135,500
Total all funds	$8,270,133	$942,273	$9,212,406
Less estimated income	2,394,145	44,606	2,438,751
Total general fund	$5,875,988	$897,667	$6,773,655
Full-time equivalent positions	29.75	0.00	29.75"

Page 2, remove lines 27 through 31

Page 3, replace lines 1 through 4 with:

"Salaries and wages	$6,932,905	$781,425	$7,714,330
Accrued leave payments	134,846	(134,846)	0
Operating expenses	1,908,794	139,502	2,048,296
Capital assets	191,762	675,412	867,174
Grants	200,000	0	200,000
Total all funds	$9,368,307	$1,461,493	$10,829,800
Less estimated income	1,568,928	120,282	1,689,210
Total general fund	$7,799,379	$1,341,211	$9,140,590
Full-time equivalent positions	44.61	1.00	45.61"

Page 3, replace lines 9 through 16 with:

"Salaries and wages	$4,415,180	$344,969	$4,760,149
Accrued leave payments	87,463	(87,463)	0
Operating expenses	707,006	157,700	864,706
Capital assets	35,364	46,590	81,954
Total all funds	$5,245,013	$461,796	$5,706,809
Less estimated income	743,427	(118,102)	625,325
Total general fund	$4,501,586	$579,898	$5,081,484
Full-time equivalent positions	30.00	0.00	30.00"

Page 3, replace lines 21 through 23 with:

"Grand total general fund	$1,735,720,278	$86,545,903	$1,822,266,181
Grand total special funds	441,703,259	71,682,500	513,385,759
Grand total all funds	$2,177,423,537	$158,228,403	$2,335,651,940"

Page 4, after line 3, insert:

"Civics education grant	0	200,000
Cardiopulmonary resuscitation training grants	0	450,000"

Page 4, replace line 6 with:

"Total department of public instruction - general fund	$6,070,000	$15,480,000"

Page 4, replace lines 24 through 26 with:

"Grand total - all funds	$10,375,095	$16,386,000
Grand total - estimated income	1,112,588	656,000
Grand total - general fund	$9,262,507	$15,730,000"

Page 6, line 17, replace "twenty-seven" with "eighteen"

Page 6, line 19, replace "Sixty" with "Fifty-five"

Page 6, line 20, replace "Sixty" with "Fifty-four"

Page 6, line 31, replace "Sixty" with "Fifty-four"

Page 9, after line 13, insert:

"**SECTION 12. EXEMPTION - SAFETY GRANTS.** The amount appropriated for school district safety grants in section 1 of chapter 59 of the 2013 Session Laws is not subject to section 54-44.1-11 and any unexpended funds are available for school district safety grants during the biennium beginning July 1, 2015, and ending June 30, 2017.

SECTION 13. UNSPENT GRANTS - STATE SCHOOL AID RESTRICTION - 2013-15 BIENNIUM. Not withstanding any provisions of Senate Bill No. 2031, as approved by the sixty-fourth legislative assembly, the superintendent of public instruction may not spend any of the moneys remaining in the grants - state school aid line item to contract for a study of the impact of early childhood education provider grants during the 2015-17 biennium."

Page 13, after line 18, insert:

"**SECTION 23. LEGISLATIVE INTENT - REGIONAL EDUCATION ASSOCIATIONS AND THE NORTH DAKOTA TEACHER CENTER NETWORK.** It is

the intent of the sixty-fourth legislative assembly that, during the 2015-17 biennium, the North Dakota teacher center network merge with regional education associations and that the mergers be complete by July 1, 2017.

SECTION 24. LEGISLATIVE MANAGEMENT STUDY - SCHOOL DISTRICT TRANSPORTATION. During the 2015-16 interim, the legislative management shall consider studying school district transportation and state reimbursement for transportation. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly.

SECTION 25. LEGISLATIVE MANAGEMENT STUDY - TEACHER PREPARATION AND RETENTION. During the 2015-16 interim, the legislative management shall consider studying teacher preparation and retention, including reasons new teachers leave the profession, federal requirements for teacher preparation programs, and possible enhancements to teacher preparation programs and other programs designed to improve retention of new teachers. As part of the study the superintendent of public instruction shall prepare exit interview forms to be completed by school districts when a teacher separates employment. The superintendent of public instruction shall compile the information from the exit interviews and provide a report to the legislative management. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	Base Budget	Senate Version	House Changes	House Version
Department of Public Instruction				
Total all funds	$2,154,540,084	$2,449,114,980	($139,212,055)	$2,309,902,925
Less estimated income	436,996,759	508,680,867	(48,394)	508,632,473
General fund	$1,717,543,325	$1,940,434,113	($139,163,661)	$1,801,270,452
State Library				
Total all funds	$8,270,133	$9,234,993	($22,587)	$9,212,406
Less estimated income	2,394,145	2,439,261	(510)	2,438,751
General fund	$5,875,988	$6,795,732	($22,077)	$6,773,655
School for the Deaf				
Total all funds	$9,368,307	$10,869,702	($39,902)	$10,829,800
Less estimated income	1,568,928	1,693,570	(4,360)	1,689,210
General fund	$7,799,379	$9,176,132	($35,542)	$9,140,590
Vision Services - School for the Blind				
Total all funds	$5,245,013	$5,730,901	($24,092)	$5,706,809
Less estimated income	743,427	631,843	(6,518)	625,325
General fund	$4,501,586	$5,099,058	($17,574)	$5,081,484
Bill total				
Total all funds	$2,177,423,537	$2,474,950,576	($139,298,636)	$2,335,651,940
Less estimated income	441,703,259	513,445,541	(59,782)	513,385,759
General fund	$1,735,720,278	$1,961,505,035	($139,238,854)	$1,822,266,181

Senate Bill No. 2013 - Department of Public Instruction - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$15,940,953	$18,356,066	($76,060)	$18,280,006
Operating expenses	29,430,802	30,828,192		30,828,192
Integrated formula payments	1,752,100,000	2,030,800,000	(133,800,000)	1,897,000,000
Grants - special education contracts	16,500,000	17,300,000		17,300,000
Grants - transportation	53,500,000	60,000,000	(3,000,000)	57,000,000
Grants - other grants	272,996,261	270,880,722	(2,335,995)	268,544,727
Rapid enrollment grants	13,600,000	14,800,000		14,800,000
Transportation efficiency	30,000	30,000		30,000
National board certification	120,000	120,000		120,000
Accrued leave payments	322,068			
PowerSchool		6,000,000		6,000,000
Total all funds	$2,154,540,084	$2,449,114,980	($139,212,055)	$2,309,902,925
Less estimated income	436,996,759	508,680,867	(48,394)	508,632,473
General fund	$1,717,543,325	$1,940,434,113	($139,163,661)	$1,801,270,452
FTE	99.75	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Adjusts Funding for English Language Learner Grants[2]	Adjusts Funding for Integrated Formula Payments[3]	Decreases Funding for Transportation Grants[4]	Adds Funding for Medicaid Matching Requirements[5]	Decreases Funding for Free Meals to Students Eligible for Reduced Meals[6]
Salaries and wages	($76,060)					
Operating expenses						
Integrated formula payments			(133,800,000)			
Grants - special education contracts						
Grants - transportation				(3,000,000)		
Grants - other grants		(1,300,000)			323,611	(867,000)
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
PowerSchool						
Total all funds	($76,060)	($1,300,000)	($133,800,000)	($3,000,000)	$323,611	($867,000)
Less estimated income	(48,394)	0	0	0	0	0
General fund	($27,666)	($1,300,000)	($133,800,000)	($3,000,000)	$323,611	($867,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for Civics Education Grant[7]	Adjusts Funding for Other Grants[8]	Total House Changes
Salaries and wages			($76,060)
Operating expenses			
Integrated formula payments			(133,800,000)
Grants - special education contracts			
Grants - transportation			(3,000,000)
Grants - other grants	200,000	(692,606)	(2,335,995)
Rapid enrollment grants			
Transportation efficiency			
National board certification			
Accrued leave payments			
PowerSchool			
Total all funds	$200,000	($692,606)	($139,212,055)

Less estimated income	0	0	(48,394)
General fund	$200,000	($692,606)	($139,163,661)
FTE	0.00	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

[2] Funding for English language learner grants included in Senate Bill No. 2031 is adjusted to provide a total of $1.2 million from the general fund.

[3] Integrated formula payments are reduced based on House amendments to Senate Bill No. 2031, to provide a total of $1,897,000,000, of which $219,134,000 is from the state tuition fund and $1,677,866,000 is from the general fund. This level of funding represents a $144,900,000 increase from 2013-15 base level integrated formula payments and a $3,000,000 reduction from the executive recommendation. Funding for integrated formula payments is adjusted for the following:

Per student integrated formula payment rate adjustments	($43,580,000)
Senate increase to "at-risk" factor is removed	(45,100,000)
Additional property tax relief added by the Senate is removed	(22,000,000)
Additional professional development days added by the Senate are removed	(20,000,000)
Increases to the English language learner and regional education association factors included in the executive recommendation and the Senate version are removed	(1,320,000)
Increases to the school size weighting factors added by the Senate are removed	(1,800,000)
Total adjustment to integrated formula payments included in Engrossed Senate Bill No. 2013	($133,800,000.00)

[4] Funding for transportation grants is reduced to provide a total of $57 million from the general fund, an increase of $3.5 million from the 2013-15 biennium.

[5] Funding is added for Medicaid matching requirements of school districts related to increased medical assistance payment rates for physical, occupational, and speech therapy services resulting from Senate Bill No. 2272.

[6] Funding added by the Senate to provide free breakfast and lunch to students eligible for reduced meals is decreased to provide a total of $205,000 from the general fund to provide free breakfast to students eligible for reduced meals.

[7] One-time funding is added to provide for a passthrough grant to the North Dakota Humanities Council for the development of elementary and secondary civics education.

[8] Funding is removed or reduced for the following other grants provided from the general fund:

	General Fund (Decrease)	Total General Fund
Mentoring program	($300,000)	$2,700,000
Teacher center network	(54,000)	360,000
LEAD Center	(7,500)	260,000
Rural art outreach program	(20,000)	415,000
North Dakota Young Entrepreneur education program	(140,000)	0
"We the People" program	(5,000)	20,000
Pathfinders Parent project	(146,106)	0
National writing projects	(20,000)	173,000
Total general fund	($692,606)	$3,928,000

This amendment also:

- Designates funding for CPR grants ($450,000) as one-time funding from the general fund;
- Amends the section related to the distribution of transportation grants to adjust reimbursement rates to reflect $3 million reduction in total available grants;
- Adds an exemption to provide that any safety grant funds at the end of the 2013-15 biennium

may be continued to the 2015-17 biennium;

- Adds a section of legislative intent to require that, during the 2015-17 biennium, teacher center networks merge with regional education associations and to provide mergers are complete by July 1, 2017;
- Adds a section to provide for a Legislative Management study of school district transportation and state reimbursement;
- Adds a section to provide for a Legislative Management study of teacher preparation and retention, including reasons new teachers leave the profession, federal requirements for teacher preparation programs, and possible enhancements to teacher preparation programs and other programs designed to improve retention of new teachers. As part of the study the Department of Public Instruction must prepare exit interview forms to be completed by school districts when a teacher separates employment. Information from the exit interviews must be compiled by the Department of Public Instruction and the department must report to the Legislative Management regarding the data compiled from the exit interviews.

Senate Bill No. 2013 - State Library - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$3,780,053	$4,203,767	($22,587)	$4,181,180
Operating expenses	1,895,726	1,895,726		1,895,726
Grants	2,519,000	3,135,500		3,135,500
Accrued leave payments	75,354			
Total all funds	$8,270,133	$9,234,993	($22,587)	$9,212,406
Less estimated income	2,394,145	2,439,261	(510)	2,438,751
General fund	$5,875,988	$6,795,732	($22,077)	$6,773,655
FTE	29.75	29.75	0.00	29.75

Department No. 250 - State Library - Detail of House Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total House Changes
Salaries and wages	($22,587)	($22,587)
Operating expenses		
Grants		
Accrued leave payments		
Total all funds	($22,587)	($22,587)
Less estimated income	(510)	(510)
General fund	($22,077)	($22,077)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

Senate Bill No. 2013 - School for the Deaf - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$6,932,905	$7,754,232	($39,902)	$7,714,330
Operating expenses	1,908,794	2,048,296		2,048,296
Capital assets	191,762	867,174		867,174
Grants	200,000	200,000		200,000
Accrued leave payments	134,846			
Total all funds	$9,368,307	$10,869,702	($39,902)	$10,829,800

Less estimated income	1,568,928	1,693,570	(4,360)	1,689,210
General fund	$7,799,379	$9,176,132	($35,542)	$9,140,590
FTE	44.61	45.61	0.00	45.61

Department No. 252 - School for the Deaf - Detail of House Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total House Changes
Salaries and wages	($39,902)	($39,902)
Operating expenses		
Capital assets		
Grants		
Accrued leave payments		
Total all funds	($39,902)	($39,902)
Less estimated income	(4,360)	(4,360)
General fund	($35,542)	($35,542)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

Senate Bill No. 2013 - Vision Services - School for the Blind - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$4,415,180	$4,784,241	($24,092)	$4,760,149
Operating expenses	707,006	864,706		864,706
Capital assets	35,364	81,954		81,954
Accrued leave payments	87,463			
Total all funds	$5,245,013	$5,730,901	($24,092)	$5,706,809
Less estimated income	743,427	631,843	(6,518)	625,325
General fund	$4,501,586	$5,099,058	($17,574)	$5,081,484
FTE	30.00	30.00	0.00	30.00

Department No. 253 - Vision Services - School for the Blind - Detail of House Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total House Changes
Salaries and wages	($24,092)	($24,092)
Operating expenses		
Capital assets		
Accrued leave payments		
Total all funds	($24,092)	($24,092)
Less estimated income	(6,518)	(6,518)
General fund	($17,574)	($17,574)
FTE	0.00	0.00

1 Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate

of $1,130.22 per month.

Date: 3/25/15
Roll Call Vote #: 1

2015 HOUSE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. 2013

House Appropriations - Education and Environment Division Committee

☐ Subcommittee

Amendment LC# or Description:

Recommendation: ☑ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐

Motion Made By Sandford Seconded By Martinson

Representatives	Yes	No	Representatives	Yes	No
Chairman Monson			Rep. Boe		
Vice Chairman Streyle			Rep. Guggisberg		
Rep. Dosch					
Rep. Martinson			Voice Vote		
Rep. Sanford			Motion Carried		
Rep. Schmidt					

Total Yes No

Absent

Floor Assignment

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

Made a motion to accept the State Library fund portion of the bill as is.

Date: 3/25/15
Roll Call Vote #: 2

2015 HOUSE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. 2013

House Appropriations - Education and Environment Division Committee

☐ Subcommittee

Amendment LC# or Description:

Recommendation: ☑ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐

Motion Made By Martinson Seconded By Boe

Representatives	Yes	No	Representatives	Yes	No
Chairman Monson			Rep. Boe		
Vice Chairman Streyle			Rep. Guggisberg		
Rep. Dosch					
Rep. Martinson					
Rep. Sanford					
Rep. Schmidt					

Voice Vote
Motion carried

Total Yes No

Absent

Floor Assignment

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

Made a motion to accept the School of the Blind fund portion as is.

Date: 3/25/15
Roll Call Vote #: 3

2015 HOUSE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. 2013

House Appropriations - Education and Environment Division Committee

☐ Subcommittee

Amendment LC# or Description: _____

Recommendation: ☑ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By Martinson Seconded By Schmidt

Representatives	Yes	No	Representatives	Yes	No
Chairman Monson			Rep. Boe		
Vice Chairman Streyle			Rep. Guggisberg		
Rep. Dosch					
Rep. Martinson					
Rep. Sanford					
Rep. Schmidt					

Voice Vote
Motion Carried

Total Yes _____ No _____

Absent _____

Floor Assignment _____

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

Made a motion to accept the School for the Deaf fund portion as is.

Date: 3/25/14
Roll Call Vote #: 4

2015 HOUSE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. 2013

House Appropriations - Education and Environment Division Committee

☐ Subcommittee

Amendment LC# or Description:

Recommendation: ☑ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐

Motion Made By Boe Seconded By Streyle

Representatives	Yes	No	Representatives	Yes	No
Chairman Monson		✓	Rep. Boe	✓	
Vice Chairman Streyle	✓		Rep. Guggisberg		✓
Rep. Dosch	A				
Rep. Martinson	✓				
Rep. Sanford		✓			
Rep. Schmidt	✓				

Total Yes 4 No 3

Absent 1

Floor Assignment

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

Reduce the increase that the Senate put in down to $3.5 million dollars for the transportation portion.

Date: 4-10-15
Roll Call Vote #: 1

2015 HOUSE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. 2013

House Appropriations - Education and Environment Division Committee

☐ Subcommittee

Amendment LC# or Description: _____

Recommendation: ☑ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By Martinson Seconded By Sanford

Representatives	Yes	No	Representatives	Yes	No
Chairman Monson			Rep. Boe		
ce Chairman Streyle			Rep. Guggisberg		
Rep. Dosch					
Rep. Martinson					
Rep. Sanford					
Rep. Schmidt					

Voice Vote
Motion Carried

Total Yes _____ No _____

Absent _____

Floor Assignment _____

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

Accept amendments to list of attachment #1

Date: 4-10-15
Roll Call Vote #: 2

2015 HOUSE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. 2013

House Appropriations - Education and Environment Division Committee

☐ Subcommittee

Amendment LC# or Description: _____

Recommendation: ☑ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By Streyle Seconded By Dosch

Representatives	Yes	No	Representatives	Yes	No
Chairman Monson	✓		Rep. Boe		✓
Vice Chairman Streyle	✓		Rep. Guggisberg		✓
Rep. Dosch	✓				
Rep. Martinson		✓			
Rep. Sanford		✓			
Rep. Schmidt		✓			

Total Yes 3 No 5 motion failed

Absent _____

Floor Assignment _____

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

Amendment 02003 attachment #2

Date: 4-10-15
Roll Call Vote #: 3

2015 HOUSE STANDING COMMITTEE ROLL CALL VOTES

BILL/RESOLUTION NO. 2013

House Appropriations - Education and Environment Division Committee

☐ Subcommittee

Amendment LC# or Description: _____

Recommendation: ☐ Adopt Amendment
☑ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☑ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By Martinson Seconded By Sanford

Representatives	Yes	No	Representatives	Yes	No
Chairman Monson	✓		Rep. Boe		✓
Vice Chairman Streyle	✓		Rep. Guggisberg		✓
Rep. Dosch	✓				
Rep. Martinson	✓				
Rep. Sanford	✓				
Rep. Schmidt	✓				

Total Yes 6 No 2

Absent _____

Floor Assignment Monson

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

Date: 4/10/15

Roll Call Vote #: 1

2015 HOUSE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. 2013

House: **Appropriations Committee**

☐ Subcommittee

Amendment LC# or Description: 15.8146.02007

Recommendation: ☑ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By: Monson Seconded By: Martinson

Representatives	Yes	No	Absent
Chairman Jeff Delzer			
Vice Chairman Keith Kempenich			
Representative Bellew			
Representative Brandenburg			
Representative Boehning			
Representative Dosch			
Representative Kreidt			
Representative Martinson			
Representative Monson			
Representative Nelson			
Representative Pollert			
Representative Sanford			
Representative Schmidt			
Representative Silbernagel			
Representative Skarphol			
Representative Streyle			
Representative Thoreson			
Representative Vigesaa			
Representative Boe			
Representative Glassheim			
Representative Guggisberg			
Representative Hogan			
Representative Holman			
TOTALS			

Voice Vote Motion Carries

oh

Floor Assignment: _____

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

Remove #7 on Page 5 on amendment .02007 early childhood grant money #2776

Date: 4/10/15

Roll Call Vote #: 2

2015 HOUSE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. 2013

House: **Appropriations Committee**

☐ Subcommittee

Amendment LC# or Description: Further Amend. 02011

Recommendation: ☑ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By: Streyle Seconded By: Silbernagel

Representatives	Yes	No	Absent
Chairman Jeff Delzer			
Vice Chairman Keith Kempenich			
Representative Bellew			
Representative Brandenburg			
Representative Boehning			
Representative Dosch			
Representative Kreidt			
Representative Martinson			
Representative Monson			
Representative Nelson			
Representative Pollert			
Representative Sanford			
Representative Schmidt			
Representative Silbernagel			
Representative Skarphol			
Representative Streyle			
Representative Thoreson			
Representative Vigesaa			
Representative Boe			
Representative Glassheim			
Representative Guggisberg			
Representative Hogan			
Representative Holman			
TOTALS			

Floor Assignment: _____

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

Remove #7 on Page 5 from Amend # 02007 re early childhood grant money

Date: 4/10/15

Roll Call Vote #: 3

2015 HOUSE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. 2013

House: **Appropriations Committee**

☐ Subcommittee

Amendment LC# or Description: Further Amend

Recommendation: ☑ Adopt Amendment
☐ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☐ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By: Brandenburg Seconded By: Boe

Representatives	Yes	No	Absent
Chairman Jeff Delzer			
Vice Chairman Keith Kempenich			
Representative Bellew			
Representative Brandenburg			
Representative Boehning			
Representative Dosch			
Representative Kreidt			
Representative Martinson			
Representative Monson			
Representative Nelson			
Representative Pollert			
Representative Sanford			
Representative Schmidt			
Representative Silbernagel			
Representative Skarphol			
Representative Streyle			
Representative Thoreson			
Representative Vigesaa			
Representative Boe			
Representative Glassheim			
Representative Guggisberg			
Representative Hogan			
Representative Holman			
TOTALS			

Voice Vote. Motion Fails

Assignment: _____

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

Failed 10% of the Appropriation Based on enrollment & move it to declining enrollment

Date: 4/10/15

Roll Call Vote #: 4

2015 HOUSE STANDING COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. 2013

House: **Appropriations Committee**

☐ Subcommittee

Amendment LC# or Description: 15.8146.02011

Recommendation: ☐ Adopt Amendment
☑ Do Pass ☐ Do Not Pass ☐ Without Committee Recommendation
☑ As Amended ☐ Rerefer to Appropriations
☐ Place on Consent Calendar

Other Actions: ☐ Reconsider ☐ _____

Motion Made By: Monson Seconded By: Sanford

Representatives	Yes	No	Absent
Chairman Jeff Delzer	✓		
Vice Chairman Keith Kempenich	✓		
Representative Bellew	✓		
Representative Brandenburg	✓		
Representative Boehning	✓		
Representative Dosch	✓		
Representative Kreidt	✓		
Representative Martinson	✓		
Representative Monson	✓		
Representative Nelson	✓		
Representative Pollert			AB
Representative Sanford	✓		
Representative Schmidt	✓		
Representative Silbernagel	✓		
Representative Skarphol			AB
Representative Streyle	✓		
Representative Thoreson	✓		
Representative Vigesaa	✓		
Representative Boe	✓		
Representative Glassheim			AB
Representative Guggisberg	✓		
Representative Hogan	✓		
Representative Holman	✓		
TOTALS	20	0	3

Floor Assignment: Monson

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

REPORT OF STANDING COMMITTEE

SB 2013, as engrossed: Appropriations Committee (Rep. Delzer, Chairman) recommends **AMENDMENTS AS FOLLOWS** and when so amended, recommends **DO PASS** (20 YEAS, 0 NAYS, 3 ABSENT AND NOT VOTING). Engrossed SB 2013 was placed on the Sixth order on the calendar.

Page 1, line 7, after "state" insert "; to provide an exemption; to provide a statement of legislative intent; and to provide for legislative management studies"

Page 1, remove lines 20 through 24

Page 2, replace lines 1 through 10 with:

"Salaries and wages	$15,940,953	$2,339,053	$18,280,006
Accrued leave payments	322,068	(322,068)	0
Operating expenses	29,430,802	1,397,390	30,828,192
Integrated formula payments	1,752,100,000	144,900,000	1,897,000,000
Grants - special education contracts	16,500,000	800,000	17,300,000
Grants - transportation	53,500,000	3,500,000	57,000,000
Grants - other grants	272,996,261	(4,451,534)	268,544,727
PowerSchool	0	6,000,000	6,000,000
Rapid enrollment grants	13,600,000	1,200,000	14,800,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,154,540,084	$155,362,841	$2,309,902,925
Less estimated income	436,996,759	71,635,714	508,632,473
Total general fund	$1,717,543,325	$83,727,127	$1,801,270,452
Full-time equivalent positions	99.75	0.00	99.75"

Page 2, replace lines 15 through 22 with:

"Salaries and wages	$3,780,053	$401,127	$4,181,180
Accrued leave payments	75,354	(75,354)	0
Operating expenses	1,895,726	0	1,895,726
Grants	2,519,000	616,500	3,135,500
Total all funds	$8,270,133	$942,273	$9,212,406
Less estimated income	2,394,145	44,606	2,438,751
Total general fund	$5,875,988	$897,667	$6,773,655
Full-time equivalent positions	29.75	0.00	29.75"

Page 2, remove lines 27 through 31

Page 3, replace lines 1 through 4 with:

"Salaries and wages	$6,932,905	$781,425	$7,714,330
Accrued leave payments	134,846	(134,846)	0
Operating expenses	1,908,794	139,502	2,048,296
Capital assets	191,762	675,412	867,174
Grants	200,000	0	200,000
Total all funds	$9,368,307	$1,461,493	$10,829,800
Less estimated income	1,568,928	120,282	1,689,210
Total general fund	$7,799,379	$1,341,211	$9,140,590
Full-time equivalent positions	44.61	1.00	45.61"

Page 3, replace lines 9 through 16 with:

"Salaries and wages	$4,415,180	$344,969	$4,760,149
Accrued leave payments	87,463	(87,463)	0
Operating expenses	707,006	157,700	864,706
Capital assets	35,364	46,590	81,954
Total all funds	$5,245,013	$461,796	$5,706,809

Less estimated income	743,427	(118,102)	625,325
Total general fund	$4,501,586	$579,898	$5,081,484
Full-time equivalent positions	30.00	0.00	30.00"

Page 3, replace lines 21 through 23 with:

"Grand total general fund	$1,735,720,278	$86,545,903	$1,822,266,181
Grand total special funds	441,703,259	71,682,500	513,385,759
Grand total all funds	$2,177,423,537	$158,228,403	$2,335,651,940"

Page 4, after line 3, insert:

"Civics education grant	0	200,000
Cardiopulmonary resuscitation training grants	0	450,000"

Page 4, replace line 6 with:

"Total department of public instruction - general fund	$6,070,000	$15,480,000"

Page 4, replace lines 24 through 26 with:

"Grand total - all funds	$10,375,095	$16,386,000
Grand total - estimated income	1,112,588	656,000
Grand total - general fund	$9,262,507	$15,730,000"

Page 6, line 17, replace "twenty-seven" with "eighteen"

Page 6, line 19, replace "Sixty" with "Fifty-five"

Page 6, line 20, replace "Sixty" with "Fifty-four"

Page 6, line 31, replace "Sixty" with "Fifty-four"

Page 9, after line 13, insert:

"**SECTION 12. EXEMPTION - SAFETY GRANTS.** The amount appropriated for school district safety grants in section 1 of chapter 59 of the 2013 Session Laws is not subject to section 54-44.1-11 and any unexpended funds are available for school district safety grants during the biennium beginning July 1, 2015, and ending June 30, 2017.

SECTION 13. UNSPENT GRANTS - STATE SCHOOL AID RESTRICTION - 2013-15 BIENNIUM. Not withstanding any provisions of Senate Bill No. 2031, as approved by the sixty-fourth legislative assembly, the superintendent of public instruction may not spend any of the moneys remaining in the grants - state school aid line item to contract for a study of the impact of early childhood education provider grants during the 2015-17 biennium."

Page 13, after line 18, insert:

"**SECTION 23. LEGISLATIVE INTENT - REGIONAL EDUCATION ASSOCIATIONS AND THE NORTH DAKOTA TEACHER CENTER NETWORK.** It is the intent of the sixty-fourth legislative assembly that, during the 2015-17 biennium, the North Dakota teacher center network merge with regional education associations and that the mergers be complete by July 1, 2017.

SECTION 24. LEGISLATIVE MANAGEMENT STUDY - SCHOOL DISTRICT TRANSPORTATION. During the 2015-16 interim, the legislative management shall consider studying school district transportation and state reimbursement for transportation. The legislative management shall report its

findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly.

SECTION 25. LEGISLATIVE MANAGEMENT STUDY - TEACHER PREPARATION AND RETENTION. During the 2015-16 interim, the legislative management shall consider studying teacher preparation and retention, including reasons new teachers leave the profession, federal requirements for teacher preparation programs, and possible enhancements to teacher preparation programs and other programs designed to improve retention of new teachers. As part of the study the superintendent of public instruction shall prepare exit interview forms to be completed by school districts when a teacher separates employment. The superintendent of public instruction shall compile the information from the exit interviews and provide a report to the legislative management. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	Base Budget	Senate Version	House Changes	House Version
Department of Public Instruction				
Total all funds	$2,154,540,084	$2,449,114,980	($139,212,055)	$2,309,902,925
Less estimated income	436,996,759	508,680,867	(48,394)	508,632,473
General fund	$1,717,543,325	$1,940,434,113	($139,163,661)	$1,801,270,452
State Library				
Total all funds	$8,270,133	$9,234,993	($22,587)	$9,212,406
Less estimated income	2,394,145	2,439,261	(510)	2,438,751
General fund	$5,875,988	$6,795,732	($22,077)	$6,773,655
School for the Deaf				
Total all funds	$9,368,307	$10,869,702	($39,902)	$10,829,800
Less estimated income	1,568,928	1,693,570	(4,360)	1,689,210
General fund	$7,799,379	$9,176,132	($35,542)	$9,140,590
Vision Services - School for the Blind				
Total all funds	$5,245,013	$5,730,901	($24,092)	$5,706,809
Less estimated income	743,427	631,843	(6,518)	625,325
General fund	$4,501,586	$5,099,058	($17,574)	$5,081,484
Bill total				
Total all funds	$2,177,423,537	$2,474,950,576	($139,298,636)	$2,335,651,940
Less estimated income	441,703,259	513,445,541	(59,782)	513,385,759
General fund	$1,735,720,278	$1,961,505,035	($139,238,854)	$1,822,266,181

Senate Bill No. 2013 - Department of Public Instruction - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$15,940,953	$18,356,066	($76,060)	$18,280,006
Operating expenses	29,430,802	30,828,192		30,828,192
Integrated formula payments	1,752,100,000	2,030,800,000	(133,800,000)	1,897,000,000
Grants - special education contracts	16,500,000	17,300,000		17,300,000
Grants - transportation	53,500,000	60,000,000	(3,000,000)	57,000,000
Grants - other grants	272,996,261	270,880,722	(2,335,995)	268,544,727
Rapid enrollment grants	13,600,000	14,800,000		14,800,000
Transportation efficiency	30,000	30,000		30,000
National board certification	120,000	120,000		120,000
Accrued leave payments	322,068			
PowerSchool		6,000,000		6,000,000
Total all funds	$2,154,540,084	$2,449,114,980	($139,212,055)	$2,309,902,925
Less estimated income	436,996,759	508,680,867	(48,394)	508,632,473

General fund	$1,717,543,325	$1,940,434,113	($139,163,661)	$1,801,270,452
FTE	99.75	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Adjusts Funding for English Language Learner Grants[2]	Adjusts Funding for Integrated Formula Payments[3]	Decreases Funding for Transportation Grants[4]	Adds Funding for Medicaid Matching Requirements[5]	Decreases Funding for Free Meals to Students Eligible for Reduced Meals[6]
Salaries and wages	($76,060)					
Operating expenses						
Integrated formula payments			(133,800,000)			
Grants - special education contracts						
Grants - transportation				(3,000,000)		
Grants - other grants		(1,300,000)			323,611	(867,000)
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
PowerSchool						
Total all funds	($76,060)	($1,300,000)	($133,800,000)	($3,000,000)	$323,611	($867,000)
Less estimated income	(48,394)	0	0	0	0	0
General fund	($27,666)	($1,300,000)	($133,800,000)	($3,000,000)	$323,611	($867,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for Civics Education Grant[7]	Adjusts Funding for Other Grants[8]	Total House Changes
Salaries and wages			($76,060)
Operating expenses			
Integrated formula payments			(133,800,000)
Grants - special education contracts			
Grants - transportation			(3,000,000)
Grants - other grants	200,000	(692,606)	(2,335,995)
Rapid enrollment grants			
Transportation efficiency			
National board certification			
Accrued leave payments			
PowerSchool			
Total all funds	$200,000	($692,606)	($139,212,055)
Less estimated income	0	0	(48,394)
General fund	$200,000	($692,606)	($139,163,661)
FTE	0.00	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

[2] Funding for English language learner grants included in Senate Bill No. 2031 is adjusted to provide a total of $1.2 million from the general fund.

[3] Integrated formula payments are reduced based on House amendments to Senate Bill No. 2031, to provide a total of $1,897,000,000, of which $219,134,000 is from the state tuition fund and $1,677,866,000 is from the general fund. This level of funding represents a $144,900,000 increase from 2013-15 base level integrated formula payments and a $3,000,000 reduction from the executive recommendation. Funding for integrated formula payments is adjusted for the following:

Per student integrated formula payment rate adjustments	($43,580,000)
Senate increase to "at-risk" factor is removed	(45,100,000)

Additional property tax relief added by the Senate is removed	(22,000,000)
Additional professional development days added by the Senate are removed	(20,000,000)
Increases to the English language learner and regional education association factors included in the executive recommendation and the Senate version are removed	(1,320,000)
Increases to the school size weighting factors added by the Senate are removed	(1,800,000)
Total adjustment to integrated formula payments included in Engrossed Senate Bill No. 2013	($133,800,000.00)

[4] Funding for transportation grants is reduced to provide a total of $57 million from the general fund, an increase of $3.5 million from the 2013-15 biennium.

[5] Funding is added for Medicaid matching requirements of school districts related to increased medical assistance payment rates for physical, occupational, and speech therapy services resulting from Senate Bill No. 2272.

[6] Funding added by the Senate to provide free breakfast and lunch to students eligible for reduced meals is decreased to provide a total of $205,000 from the general fund to provide free breakfast to students eligible for reduced meals.

[7] One-time funding is added to provide for a passthrough grant to the North Dakota Humanities
Council for the development of elementary and secondary civics education.

[8] Funding is removed or reduced for the following other grants provided from the general fund:

	General Fund (Decrease)	Total General Fund
Mentoring program	($300,000)	$2,700,000
Teacher center network	(54,000)	360,000
LEAD Center	(7,500)	260,000
Rural art outreach program	(20,000)	415,000
North Dakota Young Entrepreneur education program	(140,000)	0
"We the People" program	(5,000)	20,000
Pathfinders Parent project	(146,106)	0
National writing projects	(20,000)	173,000
Total general fund	($692,606)	$3,928,000

This amendment also:

- Designates funding for CPR grants ($450,000) as one-time funding from the general fund;
- Amends the section related to the distribution of transportation grants to adjust reimbursement rates to reflect $3 million reduction in total available grants;
- Adds an exemption to provide that any safety grant funds at the end of the 2013-15 biennium may be continued to the 2015-17 biennium;
- Adds a section of legislative intent to require that, during the 2015-17 biennium, teacher center networks merge with regional education associations and to provide mergers are complete by July 1, 2017;
- Adds a section to provide for a Legislative Management study of school district transportation and state reimbursement;
- Adds a section to provide for a Legislative Management study of teacher preparation and retention, including reasons new teachers leave the profession, federal requirements for teacher preparation programs, and possible enhancements to teacher preparation programs and other programs designed to improve retention of new teachers. As part of the study the Department of Public Instruction must prepare exit interview forms to be completed by school districts when a teacher separates employment. Information from the exit interviews must be compiled by the Department of Public Instruction and the department must report to the Legislative Management regarding the data compiled from the exit interviews.

Senate Bill No. 2013 - State Library - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$3,780,053	$4,203,767	($22,587)	$4,181,180
Operating expenses	1,895,726	1,895,726		1,895,726
Grants	2,519,000	3,135,500		3,135,500
Accrued leave payments	75,354			
Total all funds	$8,270,133	$9,234,993	($22,587)	$9,212,406
Less estimated income	2,394,145	2,439,261	(510)	2,438,751
General fund	$5,875,988	$6,795,732	($22,077)	$6,773,655
FTE	29.75	29.75	0.00	29.75

Department No. 250 - State Library - Detail of House Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total House Changes
Salaries and wages	($22,587)	($22,587)
Operating expenses		
Grants		
Accrued leave payments		
Total all funds	($22,587)	($22,587)
Less estimated income	(510)	(510)
General fund	($22,077)	($22,077)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

Senate Bill No. 2013 - School for the Deaf - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$6,932,905	$7,754,232	($39,902)	$7,714,330
Operating expenses	1,908,794	2,048,296		2,048,296
Capital assets	191,762	867,174		867,174
Grants	200,000	200,000		200,000
Accrued leave payments	134,846			
Total all funds	$9,368,307	$10,869,702	($39,902)	$10,829,800
Less estimated income	1,568,928	1,693,570	(4,360)	1,689,210
General fund	$7,799,379	$9,176,132	($35,542)	$9,140,590
FTE	44.61	45.61	0.00	45.61

Department No. 252 - School for the Deaf - Detail of House Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total House Changes
Salaries and wages	($39,902)	($39,902)
Operating expenses		
Capital assets		
Grants		
Accrued leave payments		
Total all funds	($39,902)	($39,902)
Less estimated income	(4,360)	(4,360)
	($35,542)	($35,542)

General fund		
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

Senate Bill No. 2013 - Vision Services - School for the Blind - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$4,415,180	$4,784,241	($24,092)	$4,760,149
Operating expenses	707,006	864,706		864,706
Capital assets	35,364	81,954		81,954
Accrued leave payments	87,463			
Total all funds	$5,245,013	$5,730,901	($24,092)	$5,706,809
Less estimated income	743,427	631,843	(6,518)	625,325
General fund	$4,501,586	$5,099,058	($17,574)	$5,081,484
FTE	30.00	30.00	0.00	30.00

Department No. 253 - Vision Services - School for the Blind - Detail of House Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total House Changes
Salaries and wages	($24,092)	($24,092)
Operating expenses		
Capital assets		
Accrued leave payments		
Total all funds	($24,092)	($24,092)
Less estimated income	(6,518)	(6,518)
General fund	($17,574)	($17,574)
FTE	0.00	0.00

1 Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

2015 CONFERENCE COMMITTEE

SB 2013

2015 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

SB 2013
4/20/2015
Job # 26288

☐ Subcommittee
☒ Conference Committee

Committee Clerk Signature Era Liebelt for Alice Delzer

Explanation or reason for introduction of bill/resolution:

A BILL for an Act to provide an appropriation for defraying the expenses of the department of public instruction (Conference Committee Hearing)

Minutes:

1.Base Level Funding Changes - DPI
2.State School Aid, Other Grants, Comparison
3.Base Level Funding Changes - School for the Deaf
4.Base Level Funding Changes - School for the Blind
5.Base Level Funding Changes - State Library

Chairman Holmberg called the Conference Committee Hearing to order on Monday, April 20, 2015 at 5:30 pm in the Harvest Room in regards to SB 2013. All conferees were present:

Senators: Chairman Holmberg, V. Chairman Krebsbach and Senator Heckaman.
Representatives Monson, Sanford and Guggisberg

Sheila M. Sandness, Legislative Council
Becky Keller, OMB

Chairman Holmberg: Said the House made a few changes. I know this bill revolves around on what happens with 2031, 1176 has some flavors. I thought it would be nice to not dwell tonight on the things that deal with integrated payments, because we are still waiting. He asked Representative Monson to go through the changes.

Representative Monson: I made my own little sheet of differences. There really weren't that many of changes. First of all we need to coordinated the ELL and the per pupil payments from 2031. We have 1.2 million, so we reduced it by 1.3. We used the 2% number in growth per year on the per pupil payment. That is substantially less then what you kicked it out at. One of the big items we have $3 million less on transportation grants. We sent it out at 3.5 which is still an increase from the last biennium of 6.5%. Our logic behind that is the price of fuel has come down. The Medicaid match on 2272, there is a number, $323. That one is coordinated with SB 2272. The reasoning there, if we don't do

that, this is actually money that DPI has to give to human services, if we don't fund it in here at the same level, it will reduce the per pupil payments to the school. Another more significant change, we provided free breakfast where you provided free breakfast and free lunch. The lunch is 40 cents. We'll fund the free breakfast, $205,000 was left in there. We reduced it by $867,000. Flow through grants.

Chairman Holmberg: Would we be wiser now to go to the small sheet. You'll see more detail on the flow through grants.

Representative Monson: We added to $200,000 to the humanities council for their part in preparing civic education. Since we require civic education the Historical Society has someone on staff that does the actual text books, there are several other organizations that provide supplemental materials for civics.

Chairman Holmberg: We had the same issue in 1003, the university system and we are in the process of removing that there.

Representative Monson: It doesn't have anything to do with Higher Education as much as it would flow through for civics for K-12.

Senator Heckaman: When that civics bill was passed there was no intention to fund for that because it is up to the schools in their regular curriculum to find where they are going to put that. So this grant is not anything that the civics organization that started that testing has asked for.

Representative Monson: No this is supplemental materials for the teachers to be able to use from outside sources. The House reduced the mentoring program, it was at $700,000 increase, and we reduced it by $300,000, left it at $400,000.

Chairman Holmberg: The governor's budget was $3M. It was an increase of $700,000, the Senate passed it at $3M, you reduced it $300,000. But it still is an increase from last time.

Sheila M. Sandness, Legislative Council: I can explain it, when you are looking at the changes, I didn't line up the change. When you are looking at the bottom I have, adjust funding for various pass through grants. A lot of the changes are lumped together down at the bottom on the big sheet. It would be easier to look at the shorter sheet on the grants.

Representative Monson: I am still continuing on my hand written sheet. Most of the rest of these we reduced to increases in some cases. The House reduced the teachers' center networks by $54,000. It would be at the same level as 2013-15. He continued going over the reductions. He commented on the young entrepreneur education program and said they were told it was being funded already and talked about what the issues were regarding this program. They aren't sure whether or not it is being funded and may have to take another look at that. He continued with the reductions. (12:22-15:38)

Senator Heckaman: On the pathfinder parent project, that is an important project so schools don't have to go to a lawsuit with the parents. They may do a lot of work that isn't even noticed by the school by working with parents when they get a call from parents

having difficulty with an IAP. They also go in and provide training in the schools. I think we should put something back in on that.

Representative Monson: I am just explaining what we did and why.

Senator Heckaman: I am just explaining why this is important so when the time comes we can keep that in mind.

Representative Monson: He continues with the changes. (16:46-17:19)

Chairman Holmberg: I hadn't highlighted the lunch thing. I believe you were right you didn't make a lot of changes but there are some that we need to revisit. The dollar amounts that are in this budget are not huge.

Representative Monson: All of those pass trough's total less than $700,000 difference.

Chairman Holmberg: You reduced the entire budget by $139M. Most of that was in areas we are not considering at this point.

Representative Monson: Our big item is $3M less in transportation. The next biggest item is free breakfast, instead of free breakfast and lunch.

Chairman Holmberg: Did you have a lot of pushback after you reduced the transportation grants?

Representative Monson: By some. It was still a 6.5% increase. I haven't had a lot of push back from schools in my area. I wasn't excited about that one myself but it is still 6.5% increase isn't bad.

Chairman Holmberg: The CPR, I have some information that came from elsewhere.

Representative Monson: On the CPR grants, we made it one-time funding. This was from the last biennium, we put in $450,000 in and it didn't get spent. There was a match required. There was maybe some confusion on how it was being carried out. What happened, the bulk of that money was left over at least $400,000. We thought we would let them carry it over one more time, if it doesn't work this time that will tell us two years from now because it is just one time funding now. If it hasn't caught on by then we might not keep it.

Senator Heckaman: The way it was designed there were a lot of communities that weren't able to use it because they didn't have people trained in the way the bill was written. Hopefully now the way we have this written some of it will get used.

Representative Monson: You have language now in some other spot that will take care of this?

Senator Heckaman: There is a stand-alone bill that redid that training. One was a defibrillator, I am not sure about the CPR.

Representative Guggisberg: The problem with the CPR grants was they weren't aware on how the matching grants worked. Once it was explained that they could use volunteer hours for the matching grants more people are using it. They are confident they will get it down. There is a lot of need to learn CPR.

Chairman Holmberg: We originally made it for high school and we expanded it to middle school. That's in 2013 as amended.

Sheila M. Sandness: Yes the language to allow them to use the funds for junior high.

Chairman Holmberg: The cardiac section 10 of the engrossed bill. I have to check something out on the cardiac systems of care.

Representative Monson: He continues with safety grants. (25:28-28:34)

Sheila M. Sandness: Explains section 13. It is a restriction because in 2031 there is the ability to use $200,000 of excess funding for a study so what this section does is it is a restriction as says they cannot use unspent school aid for that study.

Representative Monson: The school for the deaf, the vision services and the state library we did nothing. You did a great job on it.

Chairman Holmberg: The ELL issue I think we need to spend a little more time looking at the lunch and then we are at the mercy on what they are doing over in the integrative formulas for the big money and then we need to look at the young entrepreneur going from $120 to 0. The pathfinders, the rural outreach program and the other ones, there are just minor changes. We are dismissed.

2015 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

SB 2013
4/24/2015
JOB # 26412

☐ Subcommittee
☒ Conference Committee

Committee Clerk Signature Eva Liebelt

Explanation or reason for introduction of bill/resolution:

A Conference Committee Hearing for Department of Public Instruction (DPI)

Minutes:

1. Amendment # 15.8146.02012
2. Amendment # 15.8146.02013

Chairman Holmberg called the Conference Committee Hearing to order on Friday, April 24, 2015 at 2:30 pm in the Harvest Room in regards to SB 2013. All conferees were present:

Senators: Chairman Holmberg, Krebsbach and Heckaman.
Representatives Monson, Sanford and Guggisberg

Sheila M. Sandness, Legislative Council
Sheila Peterson, OMB

Chairman Holmberg: The called roll indicates that all conferees are here. There weren't many changes between the Senate version and the House version. It was mostly in the area of the pass through grants. There was a change in the integrated payments and then the other was the transportation change. What we want to do go through these. Sheila, do you have the number for the integrated payments? What is the number we want in the final version?

Sheila M. Sandness, Legislative Council: $1,916,640,000.

Chairman Holmberg: What is the difference between that number and what we had passed? That was $2 Billion.

Sheila M. Sandness: The reduction to the Senate version is $114,160,000 and there was also a reduction in the English language learner grants of $1.5M.

Representative Monson: A reduction from the House version?

Sheila M. Sandness: It would be a reduction from the House version of $200,000.

Chairman Holmberg: Those are the numbers that are in 2031. One of the suggestions I would have is we can give Sheila the instructions and she will make sure that what is in

2031 matches what is in this bill and you will share that with the committee members. So the other issues that jump out, the pass through grants, and then the reduction of transportation payments. The senate is willing to accept the drastic reductions for the free breakfast and lunch, you did provide the free breakfast, at $205,000 but it's a good start. The next big one is the reduction of $3M from transportation grants.

Senator Heckaman: Of all contact with a lot of schools around the state, the most concern is the reduction of $3M. I would like to see that $3M put back in there. They still have to travel a number of miles to pick up students but it is the cost of the mechanics and the issue of lack of drivers. They are not able to hire the drivers they need, I think we need to add the $3M back in there.

Chairman Holmberg: This is a very large budget. I certainly appreciate what the Senate did early on. We are still well above the executive recommendation. I would vote no if we have a motion and a second.

Representative Monson: Being a rural guy I feel that transportation is important. When we looked at this in the first half Representative Boe made the motion to reduce that. This is a 3% increase over last biennium, it is a 3 ½ % the second year which is enough to continue plus 3% more. Fuel costs at this time are lower than last biennium and we looked at that consistently 3% and 3% per year isn't a bad thing. We've got more students but they are more concentrated. Part of the thing that is going to happen because there are more students riding the dollars per mile per pupil will actually shrink, it costs the same if you have 1 or 2 people or a full bus. Those districts seeing an increase per riders will be getting a little more money. We thought the 3 and 3 would work.

Representative Sanford: Being a city guy I am going to support this addition. It is very important and they tend to be the smaller and midsize school districts.

Senator Heckaman: I guess I would like to bring the point up again of finding bus drivers to drive in the morning and evening. In western North Dakota we can't find drivers, we have to pay them more.

Senator Krebsbach: I have to agree with Senator Heckaman. The contacts I have had want more transportation money in the bill.

Representative Guggisberg: I talked to Representative Boe who offered to take it out and on second consideration he thought it was probably a bad idea.

Chairman Holmberg: You are free to make a motion.

Senator Heckaman: I move that we put the $3M back into the transportation budget. 2nd by Representative Guggisberg

A Roll Call vote was taken. Yea: 4 Nay: 2 Absent: 0 (Vote # 1) it carried.

Chairman Holmberg: **Proposed # 15.8146.02012**. It's about a study of educational services providers.

Senator Heckaman: Moved the amendment. 2nd by Senator Krebsbach 6 - Yes (Vote # 2) It carried.

Chairman Holmberg: Proposed 15.8146.02013. It rephrases the sections that had to do with the CPR training and expanding it to middle schools. There is no money in the study. **Moved by Representative Sanford 2nd by Senator Krebsbach**

A Roll Call vote was taken. Yea: 6 Nay: 0 Absent: 0 (Vote #3) It carried.

Chairman Holmberg: Said the Senate had a list of pass through grants that the House had made some reductions in. They would be on page 5 of the amendments.

Representative Monson: We did add $200,000 in the Humanities Council for the civics education supplemental things that they would do for that. We reduced the mentoring program that's administered through ESPP by $300,000. They said they could get by with $400,000 increase so it would be an increase of $400,000 instead of $300,000. We reduced teacher center networks by $54,000 from the way you sent it over and that was the increase.

Chairman Holmberg: Tell us if you want to make any changes.

Representative Monson: I don't know which ones you had a difference in. We did 0 out the Young Entrepreneur Education Program. We were made aware that was very important so I would move that we add that one up to 100,000 and the Pathfinders, after talking to some, found that was valuable so we go up to $100,000 on that one.

Chairman Holmberg: I thought you had mentioned $120,000 on that one or is $100,000?

Representative Monson: We could do $120,000. The writing projects, there were two that had a small increase, and we had taken the increases out, we'd move them back to the level that you had $20,000. We the People, add the $5000 back that was a small amount. And that would be it.

Chairman Holmberg: I thought we were going to look at Rural Art Outreach and Lead Center. That's out of the Museum of Art.

Representative Monson: We blew our budget all apart with that first $3M that we spent.

Chairman Holmberg: I didn't vote for it.

Representative Monson: And neither did I and that's why I'm trimming back.

Chairman Holmberg: We won't be doing final passage. I am sure there will be further discussion.

Representative Monson: We'll add in my motion $20,000 for Rural Art Outreach.

Chairman Holmberg: OK. So your motion will do, there might be another motion too.

Representative Monson: My motion would be that we would accept the $200,000 for the Humanities Council, do $300,000 for the mentoring instead of the $700,000 that you sent over.

Chairman Holmberg: You don't have to do anything if you aren't changing it.

Representative Monson: This is our amendment so we'd be keeping our amendment on that one. **So we would be adding $20,000 Rural Outreach, $120,000 on Pathfinder, $100,000 on Young Entrepreneur, $5,000 on We the People, $10,000 on each of the National Writing Projects.** Did I miss any there?

Chairman Holmberg: Not of the ones you said in your motion. I know there will be one other. Would you call the roll on that motion? **2nd by Representative Sanford**

A Roll Call vote was taken. Yea: 6 Nay: 0 Absent: 0. (Vote # 4) It carried.

Representative Sanford: I would like to move additional $300,000 for Mentoring and $7,500 for LEAD. I believe this is the professional development initiative for administrators and first year teachers. **2nd by Representative Guggisberg**

Chairman Holmberg: Would you call the roll to add $300,000 to Mentoring and $7,500 to LEAD.

A Roll Call vote was taken. Yea: 3 Nay: 3 Absent: 0 (Vote # 5) Did not pass.

Chairman Holmberg: I would like to vote for the LEAD Center if someone would make a motion just for that $7,500.

Senator Krebsbach: I would move the LEAD Center for $7,500. 2nd by Senator Heckaman

Chairman Holmberg: Would you call the roll on $7,500 on the LEAD Center.

A Roll Call vote was taken. Yea: 6 Nay: 0 Absent: 0. (Vote # 6) Motion carried.

Sheila M. Sandness: There are some other items that weren't addressed in the changes. Did you want to go through them? The Medicaid matching requirements were not addressed.

Representative Monson: We're not taking it out, we didn't change it.

Sheila M. Sandness: The exemption for safety grants was that ok?

Sheila Peterson, OMB: Asked if anything was done on the PowerSchool.

Representative Monson: There was $6M for the PowerSchool.

Sheila M. Sandness: The $6M for PowerSchool is still in the House version, so that should still be ok.

Representative Monson: As long as it didn't change from 2031 and this one was supposed to coordinate and they should be in one place or the other.

Chairman Holmberg: Anything else.

Representative Sanford: I have an alternate motion to make.

Chairman Holmberg: OK. Let's have your alternate motion.

Representative Sanford: My alternate motion would be on transportation to restore $2.7 rather than 3 and take the other $300,000 and restore to mentoring. So we would fully fund mentoring and when you are working with 1st year teachers, this is absolutely critical. The other part of this program is if the number is not there, it doesn't get expended. If it does and it's carried over, but I think this is a just an important program and we shouldn't underfund it, if it isn't there, we don't spend it.

Chairman Holmberg: That was a motion. Is there a second? **2nd by Representative Guggisberg**

Chairman Holmberg: Any discussion?

Representative Monson: We are so far over what we had planned on being. I like the $300,000. No, I can't support it.

Chairman Holmberg: Anyone else? Would you call the roll please on this amendment?

A Roll Call vote was taken. Yea: 3 Nay: 3 Absent: 0 (Vote # 7) Motion failed.

Chairman Holmberg: We won't be passing out the Bill. We could look at amendments on Monday. We are done.

2015 SENATE STANDING COMMITTEE MINUTES

Appropriations Committee
Harvest Room, State Capitol

SB 2013
4/27/2015
JOB # 26432

☐ Subcommittee
☒ Conference Committee

Committee Clerk Signature Eva Liebelt for Alice Dever

Explanation or reason for introduction of bill/resolution:

A Conference Committee Hearing on DPI

Minutes:

1. Comparison of 2015-17 Biennium Executive Budget
2. Amendment # 15.8146.02014

Chairman Holmberg: Called the Conference Committee Hearing to order on Monday, April 27, 2015 3:00 pm in the Harvest Room in regards to SB 2013. All conferees were present:

Senators: Chairman Holmberg, Krebsbach and Heckaman
Representatives Monson, Sanford and Guggisberg

Sheila M. Sandness, Legislative Council
Sheila Peterson, OMB

Chairman Holmberg: Asked Sheila M. Sandness for a rundown.

Sheila M. Sandness, Legislative Council: Presented Attachment # 1: Comparison of 2015-17 Biennium Executive Budget to 2013-15 Appropriation and to 2015-2017 House and Senate Versions. She went over the handout. (2:31- 4:36)

Chairman Holmberg: Asked if there is anything else to do in Section 13?

Representative Monson: I would move to remove Section 13 from the bill. 2nd by Senator Krebsbach

Chairman Holmberg: Call the roll on the motion to remove Section 13 from the bill.

A Roll Call vote was taken: Yea: 6 Nay: 0 Absent: 0 Motion carried. (Vote #1)

Representative Monson: Representative Sanford made a motion the other day to add $3M to the transportation grants with the idea that there would be a lot of money again in contingency and he I visited with Jerry Coleman, DPI. Jerry Coleman said there will not be nearly the money that was left this time and turned back. He was not comfortable reducing

that amount of any of the numbers in that formula that makes up the contingency. So based on that it was decided it was not a good idea to add $3M to the transportation.

Representative Monson: I move that we remove the $3M and take it back to what the House had. 2nd by Representative Sanford

Chairman Holmberg: Any discussion?

Senator Heckaman: I received a lot of emails from administrators the state across the state expressing their concern to have this money remain in the budget. Is there any way we could do a contingency in this amendment. I was wondering if that fund does end up with a certain amount of money that we would appropriate a certain amount, 1-3M out to the schools. I don't have any idea on how we could do that.

Representative Monson: Along Senator Heckaman's thought, I had thought about that as well, based on the fact that there already is a pecking order set up for about 3 or 4 different contingencies to come out of there. I would like to have a motion on this and then if we want to further amend and think about it. If we are going to do it we'd better do it right this time.

Chairman Holmberg: This will be the last time we will have a hearing on this bill. Would you call the roll to remove the $3M from the Bill?

A Roll Call vote was taken: Yea: 4 Nay: 2 Absent: 0 Motion carried.

Representative Guggisberg: Would it be appropriate to look at it in the OMB bill?

Chairman Holmberg: You would have to have it in writing.

Representative Monson: I move the House recede from House amendments and amend as follows. 2nd by Representative Sanford

Chairman Holmberg: Any Discussion? Would you call the roll on the House recede from House amendments and further amend.

A Roll Call vote was taken. Yea: 6 Nay: 0 Absent: 0 Motion carried.

Chairman Holmberg: The House made very few changes to what the Senate had done. We are done with 2013.

15.8146.02012
Title.

Prepared by the Legislative Council staff

April 17, 2015

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

That the House recede from its amendments as printed on pages 1530 through 1536 of the Senate Journal and pages 1647 through 1653 of the House Journal and the Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 7, after "state" insert "; and to provide for a legislative management study"

Page 13, after line 18, insert:

"**SECTION 21.LEGISLATIVE MANAGEMENT STUDY - EDUCATIONAL SERVICE PROVIDERS.** During the 2015-16 interim, the legislative management shall consider studying the effectiveness and efficiency of educational service providers, including regional education associations, the education standards and practices board, EduTech, the center for distance education, the North Dakota STEM network, and the teacher center network. The study shall examine organizational, structural, administrative, and supervisory options for strengthening the role and function of the named entities and ensuring the optimal provision of services to students, teachers, schools, and school districts throughout the state. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly."

Renumber accordingly

Prepared by the Legislative Council staff for
Senator Holmberg
April 23, 2015

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 9, line 9, after "grants" insert "for training made available to students at both the high school and middle school levels"

Page 9, line 9, remove "in"

Page 9, remove line 10

Page 9, line 11, replace "available to students at both the high school and middle school levels" with "below"

Page 9, after line 11, insert:

"1. A school district may be eligible for reimbursement under this section if the school district utilizes one class period in a required course of the district's choosing, for the purpose of providing instruction in cardiopulmonary resuscitation to as many students as possible. A nonpublic school may be eligible for reimbursement under this section if the nonpublic school utilizes one class period in a required course of the school's choosing, for the purpose of providing instruction in cardiopulmonary resuscitation to as many students as possible. The training must:

a. Conform to the most recent national evidence-based American heart association guidelines for cardiopulmonary resuscitation and emergency cardiovascular care;

b. Be conducted according to guidelines established by the American heart association, the American red cross, or some other nationally recognized nonprofit organization;

c. Include the practice of chest compressions;

d. Include instruction in the use of an automated external defibrillator; and

e. Use course curriculum which allows for demonstration of competency in performing cardiopulmonary resuscitation and associated skills, including automated external defibrillator and first aid, gained through psychomotor skills practice based on current national guidelines.

2. a. Upon completion of the training, each school district and nonpublic school may submit to the superintendent of public instruction documentation verifying the training and any expenses incurred in providing the training.

b. For purposes of this section, "reimbursable expenses" include costs for instructors, training staff as instructors, instructional materials, and training manequins.

c. A school district's reimbursement may not exceed the equivalent of $15 multiplied by the number of district students undergoing the training during the first year of the biennium and $15 multiplied by the

number of district students undergoing the training during the second year of the biennium, based on the number of hours and level of certification offered. A nonpublic school's reimbursement may not exceed the equivalent of $15 multiplied by the number of the school's students undergoing the training during the first year of the biennium and $15 multiplied by the number of the school's students undergoing the training during the second year of the biennium, based on the number of hours and level of certification offered.

3. School districts and nonpublic schools may combine with other school districts and nonpublic schools to provide the training or direct that a regional education association provide or facilitate the training.

4. The superintendent of public instruction shall provide the reimbursements to school districts and nonpublic schools in accordance with the order in which completed requests are received."

Renumber accordingly

1 of 9
TD
4/28/15

15.8146.02015
Title.04000
Fiscal No. 2

Prepared by the Legislative Council staff for
Conference Committee
April 27, 2015

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

That the House recede from its amendments as printed on pages 1530-1536 of the Senate Journal and pages 1647-1653 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 3, remove the second "of the"

Page 1, line 7, after "state" insert "; to provide an exemption; to provide a statement of legislative intent; and to provide for legislative management studies"

Page 1, remove lines 20 through 24

Page 2, replace lines 1 through 10 with:

"Salaries and wages	$15,940,953	$2,339,053	$18,280,006
Accrued leave payments	322,068	(322,068)	0
Operating expenses	29,430,802	1,397,390	30,828,192
Integrated formula payments	1,752,100,000	164,540,000	1,916,640,000
Grants - special education contracts	16,500,000	800,000	17,300,000
Grants - transportation	53,500,000	3,500,000	57,000,000
Grants - other grants	272,996,261	(4,379,034)	268,617,227
PowerSchool	0	6,000,000	6,000,000
Rapid enrollment grants	13,600,000	1,200,000	14,800,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,154,540,084	$175,075,341	$2,329,615,425
Less estimated income	436,996,759	71,635,714	508,632,473
Total general fund	$1,717,543,325	$103,439,627	$1,820,982,952
Full-time equivalent positions	99.75	0.00	99.75"

Page 2, replace lines 15 through 22 with:

"Salaries and wages	$3,780,053	$401,127	$4,181,180
Accrued leave payments	75,354	(75,354)	0
Operating expenses	1,895,726	0	1,895,726
Grants	2,519,000	616,500	3,135,500
Total all funds	$8,270,133	$942,273	$9,212,406
Less estimated income	2,394,145	44,606	2,438,751
Total general fund	$5,875,988	$897,667	$6,773,655
Full-time equivalent positions	29.75	0.00	29.75"

Page 2, remove lines 27 through 31

Page 3, replace lines 1 through 4 with:

"Salaries and wages	$6,932,905	$781,425	$7,714,330
Accrued leave payments	134,846	(134,846)	0
Operating expenses	1,908,794	139,502	2,048,296
Capital assets	191,762	675,412	867,174
Grants	200,000	0	200,000
Total all funds	$9,368,307	$1,461,493	$10,829,800

Less estimated income	1,568,928	120,282	1,689,210
Total general fund	$7,799,379	$1,341,211	$9,140,590
Full-time equivalent positions	44.61	1.00	45.61"

Page 3, replace lines 9 through 16 with:

"Salaries and wages	$4,415,180	$344,969	$4,760,149
Accrued leave payments	87,463	(87,463)	0
Operating expenses	707,006	157,700	864,706
Capital assets	35,364	46,590	81,954
Total all funds	$5,245,013	$461,796	$5,706,809
Less estimated income	743,427	(118,102)	625,325
Total general fund	$4,501,586	$579,898	$5,081,484
Full-time equivalent positions	30.00	0.00	30.00"

Page 3, replace lines 21 through 23 with:

"Grand total general fund	$1,735,720,278	$106,258,403	$1,841,978,681
Grand total special funds	441,703,259	71,682,500	513,385,759
Grand total all funds	$2,177,423,537	$177,940,903	$2,355,364,440"

Page 4, after line 3, insert:

" Civics education grant	0	200,000
Cardiopulmonary resuscitation training grants	0	450,000"

Page 4, replace line 6 with:

" Total department of public instruction - general fund	$6,070,000	$15,480,000"

Page 4, replace lines 24 through 26 with:

"Grand total - all funds	$10,375,095	$16,386,000
Grand total - estimated income	1,112,588	656,000
Grand total - general fund	$9,262,507	$15,730,000"

Page 6, line 17, replace "twenty-seven" with "eighteen"

Page 6, line 19, replace "Sixty" with "Fifty-five"

Page 6, line 20, replace "Sixty" with "Fifty-four"

Page 6, line 31, replace "Sixty" with "Fifty-four"

Page 9, line 9, after "grants" insert "for training made available to students at both the high school and middle school levels"

Page 9, line 9, remove "in"

Page 9, remove line 10

Page 9, line 11, replace "available to students at both the high school and middle school levels" with "below"

Page 9, after line 11, insert:

"1. A school district may be eligible for reimbursement under this section if the school district utilizes one class period in a required course of the district's choosing, for the purpose of providing instruction in cardiopulmonary

resuscitation to as many students as possible. A nonpublic school may be eligible for reimbursement under this section if the nonpublic school utilizes one class period in a required course of the school's choosing, for the purpose of providing instruction in cardiopulmonary resuscitation to as many students as possible. The training must:

a. Conform to the most recent national evidence-based American heart association guidelines for cardiopulmonary resuscitation and emergency cardiovascular care;

b. Be conducted according to guidelines established by the American heart association, the American red cross, or some other nationally recognized nonprofit organization;

c. Include the practice of chest compressions;

d. Include instruction in the use of an automated external defibrillator; and

e. Use course curriculum which allows for demonstration of competency in performing cardiopulmonary resuscitation and associated skills, including automated external defibrillator and first aid, gained through psychomotor skills practice based on current national guidelines.

2. a. Upon completion of the training, each school district and nonpublic school may submit to the superintendent of public instruction documentation verifying the training and any expenses incurred in providing the training.

b. For purposes of this section, "reimbursable expenses" include costs for instructors, training staff as instructors, instructional materials, and training manikins.

c. A school district's reimbursement may not exceed the equivalent of $15 multiplied by the number of district students undergoing the training during the first year of the biennium and $15 multiplied by the number of district students undergoing the training during the second year of the biennium, based on the number of hours and level of certification offered. A nonpublic school's reimbursement may not exceed the equivalent of $15 multiplied by the number of the school's students undergoing the training during the first year of the biennium and $15 multiplied by the number of the school's students undergoing the training during the second year of the biennium, based on the number of hours and level of certification offered.

3. School districts and nonpublic schools may combine with other school districts and nonpublic schools to provide the training or direct that a regional education association provide or facilitate the training.

4. The superintendent of public instruction shall provide the reimbursements to school districts and nonpublic schools in accordance with the order in which completed requests are received."

Page 9, after line 13, insert:

"SECTION 12. EXEMPTION - SAFETY GRANTS. The amount appropriated for school district safety grants in section 1 of chapter 59 of the 2013 Session Laws is not

subject to section 54-44.1-11 and any unexpended funds are available for school district safety grants during the biennium beginning July 1, 2015, and ending June 30, 2017."

Page 13, after line 18, insert:

"SECTION 22. LEGISLATIVE INTENT - REGIONAL EDUCATION ASSOCIATIONS AND THE NORTH DAKOTA TEACHER CENTER NETWORK. It is the intent of the sixty-fourth legislative assembly that, during the 2015-17 biennium, the North Dakota teacher center network merge with regional education associations and that the mergers be complete by July 1, 2017.

SECTION 23. LEGISLATIVE MANAGEMENT STUDY - SCHOOL DISTRICT TRANSPORTATION. During the 2015-16 interim, the legislative management shall consider studying school district transportation and state reimbursement for transportation. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly.

SECTION 24. LEGISLATIVE MANAGEMENT STUDY - TEACHER PREPARATION AND RETENTION. During the 2015-16 interim, the legislative management shall consider studying teacher preparation and retention, including reasons new teachers leave the profession, federal requirements for teacher preparation programs, and possible enhancements to teacher preparation programs and other programs designed to improve retention of new teachers. As part of the study the superintendent of public instruction shall prepare exit interview forms to be completed by school districts when a teacher separates employment. The superintendent of public instruction shall compile the information from the exit interviews and provide a report to the legislative management. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly.

SECTION 25. LEGISLATIVE MANAGEMENT STUDY - EDUCATIONAL SERVICE PROVIDERS. During the 2015-16 interim, the legislative management shall consider studying the effectiveness and efficiency of educational service providers, including regional education associations, the education standards and practices board, EduTech, the center for distance education, the North Dakota STEM network, and the teacher center network. The study shall examine organizational, structural, administrative, and supervisory options for strengthening the role and function of the named entities and ensuring the optimal provision of services to students, teachers, schools, and school districts throughout the state. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of Conference Committee Action

	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Department of Public Instruction						
Total all funds	$2,154,540,084	$2,449,114,980	($119,499,555)	$2,329,615,425	$2,309,902,925	$19,712,500
Less estimated income	436,996,759	508,680,867	(48,394)	508,632,473	508,632,473	0

General fund	$1,717,543,325	$1,940,434,113	($119,451,161)	$1,820,982,952	$1,801,270,452	$19,712,500
State Library						
Total all funds	$8,270,133	$9,234,993	($22,587)	$9,212,406	$9,212,406	$0
Less estimated income	2,394,145	2,439,261	(510)	2,438,751	2,438,751	0
General fund	$5,875,988	$6,795,732	($22,077)	$6,773,655	$6,773,655	$0
School for the Deaf						
Total all funds	$9,368,307	$10,869,702	($39,902)	$10,829,800	$10,829,800	$0
Less estimated income	1,568,928	1,693,570	(4,360)	1,689,210	1,689,210	0
General fund	$7,799,379	$9,176,132	($35,542)	$9,140,590	$9,140,590	$0
Vision Services - School for the Blind						
Total all funds	$5,245,013	$5,730,901	($24,092)	$5,706,809	$5,706,809	$0
Less estimated income	743,427	631,843	(6,518)	625,325	625,325	0
General fund	$4,501,586	$5,099,058	($17,574)	$5,081,484	$5,081,484	$0
Bill total						
Total all funds	$2,177,423,537	$2,474,950,576	($119,586,136)	$2,355,364,440	$2,335,651,940	$19,712,500
Less estimated income	441,703,259	513,445,541	(59,782)	513,385,759	513,385,759	0
General fund	$1,735,720,278	$1,961,505,035	($119,526,354)	$1,841,978,681	$1,822,266,181	$19,712,500

Senate Bill No. 2013 - Department of Public Instruction - Conference Committee Action

	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Salaries and wages	$15,940,953	$18,356,066	($76,060)	$18,280,006	$18,280,006	
Operating expenses	29,430,802	30,828,192		30,828,192	30,828,192	
Integrated formula payments	1,752,100,000	2,030,800,000	(114,160,000)	1,916,640,000	1,897,000,000	19,640,000
Grants - special education contracts	16,500,000	17,300,000		17,300,000	17,300,000	
Grants - transportation	53,500,000	60,000,000	(3,000,000)	57,000,000	57,000,000	
Grants - other grants	272,996,261	270,880,722	(2,263,495)	268,617,227	268,544,727	72,500
Rapid enrollment grants	13,600,000	14,800,000		14,800,000	14,800,000	
Transportation efficiency	30,000	30,000		30,000	30,000	
National board certification	120,000	120,000		120,000	120,000	
Accrued leave payments	322,068					
PowerSchool		6,000,000		6,000,000	6,000,000	
Total all funds	$2,154,540,084	$2,449,114,980	($119,499,555)	$2,329,615,425	$2,309,902,925	$19,712,500
Less estimated income	436,996,759	508,680,867	(48,394)	508,632,473	508,632,473	0
General fund	$1,717,543,325	$1,940,434,113	($119,451,161)	$1,820,982,952	$1,801,270,452	$19,712,500
FTE	99.75	99.75	0.00	99.75	99.75	0.00

Department No. 201 - Department of Public Instruction - Detail of Conference Committee Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Adjusts Funding for English Language Learner Grants[2]	Adjusts Funding for Integrated Formula Payments[3]	Decreases Funding for Transportation Grants[4]	Adds Funding for Medicaid Matching Requirements[5]	Decreases Funding for Free Meals to Students Eligible for Reduced Meals[6]
Salaries and wages	($76,060)					
Operating expenses						
Integrated formula payments			(114,160,000)			
Grants - special education contracts						
Grants - transportation				(3,000,000)		
Grants - other grants		(1,500,000)			323,611	(867,000)
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
PowerSchool						
Total all funds	($76,060)	($1,500,000)	($114,160,000)	($3,000,000)	$323,611	($867,000)
Less estimated income	(48,394)	0	0	0	0	0
	($27,666)	($1,500,000)	($114,160,000)	($3,000,000)	$323,611	($867,000)

General fund						
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for Civics Education Grant[7]	Adjusts Funding for Other Grants[8]	Total Conference Committee Changes
Salaries and wages			($76,060)
Operating expenses			
Integrated formula payments			(114,160,000)
Grants - special education contracts			
Grants - transportation			(3,000,000)
Grants - other grants	200,000	(420,106)	(2,263,495)
Rapid enrollment grants			
Transportation efficiency			
National board certification			
Accrued leave payments			
PowerSchool			
Total all funds	$200,000	($420,106)	($119,499,555)
Less estimated income	0	0	(48,394)
General fund	$200,000	($420,106)	($119,451,161)
FTE	0.00	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

[2] Funding for English language learner grants included in Senate Bill No. 2031 is adjusted to provide a total of $1 million from the general fund. This level of funding is $1.5 million less than the Senate version of $2.5 million and $200,000 less than the House version of $1.2 million. The executive recommendation did not include English language leaner grants.

[3] Integrated formula payments are reduced based on conference committee amendments to Senate Bill No. 2031, to provide a total of $1,916,640,000, of which $219,134,000 is from the state tuition fund and $1,697,506,000 is from the general fund. This level of funding represents a $164,540,000 increase from 2013-15 base level integrated formula payments, a $16,640,000 increase from the executive recommendation, and a $19,640,000 increase from the House version. Funding for integrated formula payments is adjusted by the conference committee as follows:

Per student integrated formula payment rates are adjusted to provide for 3 percent per year increases during the 2015-17 biennium. The Senate provided an average increase of 3.65 percent per year and the House provided for 2 percent per year increases in the integrated formula payment rates.	($17,080,000)
Increases in the "at-risk" factor are removed, the same as the House version.	(45,100,000)
Formula payments are adjusted for anticipated increases in mineral payments provided to school districts as a result of changes to the oil tax distribution formula.	(7,500,000)
Additional property tax relief added by the Senate is removed, the same as the House version.	(22,000,000)
Additional professional development days added by the Senate are removed, the same as the House version.	(20,000,000)
Increases to the English language learner factors included in the executive recommendation and the Senate version are adjusted. The House version did not include funding for increased English language learner factors.	(650,000)
Regional education association factor increases included in the executive recommendation and the Senate version are removed, the same as the House version.	(420,000)
Increases to the school size weighting factors added by the Senate are adjusted. The House version did not include funding for increased school size weighting factors.	(1,410,000)
Total conference committee adjustment to integrated formula payments.	($114,160,000)

[4] Funding for transportation grants is reduced to provide a total of $57 million from the general fund, an increase of $3.5 million from the 2013-15 biennium, the same as the House version.

[5] Funding is added for Medicaid matching requirements of school districts related to increased medical assistance payment rates for physical, occupational, and speech therapy services, the same as the House version.

[6] Funding added by the Senate to provide free breakfast and lunch to students eligible for reduced meals is decreased to provide a total of $205,000 from the general fund to provide free breakfast to students eligible for reduced meals, the same as the House version.

[7] One-time funding is added to provide for a passthrough grant to the North Dakota Humanities Council for the development of elementary and secondary civics education, the same as the House version.

[8] Funding is reduced for the following other grants provided from the general fund:

	General Fund (Decrease)	Total General Fund
Mentoring program	($300,000)	$2,700,000
Teacher center network	(54,000)	360,000
North Dakota Young Entrepreneur education program	(40,000)	100,000
Pathfinders Parent project	(26,106)	120,000
Total general fund	($420,106)	$3,280,000

The conference committee restored funding increases for the LEAD Center, rural art outreach program, "We the People" program, and national writing projects included in the executive recommendation and in the Senate version, but removed by the House. The conference committee also restored a portion of the funding for the North Dakota Young Entrepreneur education program and the Pathfinders Parent project which were not funded in the House version.

The conference committee did not restore funding reductions made by the House for the mentoring program or the teacher center network.

This amendment also:

- Designates funding for a civics education grant ($200,000) and CPR grants ($450,000) as one-time funding from the general fund, the same as the House version.
- Amends the section related to the distribution of transportation grants to adjust reimbursement rates to reflect a $3 million reduction in total available grants, the same as the House version.
- Amends a section related to the distribution of cardiopulmonary resuscitation training grants to include middle school students, remove the matching requirement, and provide a $15 reimbursement. The House and Senate versions provided grants be distributed based on 2013 Session Law, but include middle school students.
- Adds an exemption to provide that any safety grant funds remaining at the end of the 2013-15 biennium may be continued to the 2015-17 biennium, the same as the House version.
- Adds a section of legislative intent to require that, during the 2015-17 biennium, teacher center networks merge with regional education associations and to provide mergers are complete by July 1, 2017, the same as the House version.
- Adds a section to provide for a Legislative Management study of school district transportation and state reimbursement, the same as the House version.
- Adds a section to provide for a Legislative Management study of teacher preparation and retention, including reasons new teachers leave the profession, federal requirements for teacher preparation programs, and possible enhancements to teacher preparation programs and other programs designed to improve retention of new teachers. As part of the study the Department of Public Instruction must prepare exit interview forms to be completed by school districts when a teacher separates employment. Information from the exit interviews must be compiled by the Department of Public Instruction and the department must report to the Legislative Management regarding the data compiled from the exit interviews, the same as the House version.
- Adds a section to provide for a Legislative Management study of the effectiveness and efficiency of educational service providers, including regional education associations, the Education

Standards and Practices Board, EduTech, the Center for Distance Education, the North Dakota STEM network, and the teacher center network. This section was not included in the Senate or House version.

The conference committee did not include a section to restrict the carryover of funds provided for state school aid during the 2013-15 biennium included in the House version.

Senate Bill No. 2013 - State Library - Conference Committee Action

	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Salaries and wages	$3,780,053	$4,203,767	($22,587)	$4,181,180	$4,181,180	
Operating expenses	1,895,726	1,895,726		1,895,726	1,895,726	
Grants	2,519,000	3,135,500		3,135,500	3,135,500	
Accrued leave payments	75,354					
Total all funds	$8,270,133	$9,234,993	($22,587)	$9,212,406	$9,212,406	$0
Less estimated income	2,394,145	2,439,261	(510)	2,438,751	2,438,751	0
General fund	$5,875,988	$6,795,732	($22,077)	$6,773,655	$6,773,655	$0
FTE	29.75	29.75	0.00	29.75	29.75	0.00

Department No. 250 - State Library - Detail of Conference Committee Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total Conference Committee Changes
Salaries and wages	($22,587)	($22,587)
Operating expenses		
Grants		
Accrued leave payments		
Total all funds	($22,587)	($22,587)
Less estimated income	(510)	(510)
General fund	($22,077)	($22,077)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

Senate Bill No. 2013 - School for the Deaf - Conference Committee Action

	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Salaries and wages	$6,932,905	$7,754,232	($39,902)	$7,714,330	$7,714,330	
Operating expenses	1,908,794	2,048,296		2,048,296	2,048,296	
Capital assets	191,762	867,174		867,174	867,174	
Grants	200,000	200,000		200,000	200,000	
Accrued leave payments	134,846					
Total all funds	$9,368,307	$10,869,702	($39,902)	$10,829,800	$10,829,800	$0
Less estimated income	1,568,928	1,693,570	(4,360)	1,689,210	1,689,210	0
General fund	$7,799,379	$9,176,132	($35,542)	$9,140,590	$9,140,590	$0
FTE	44.61	45.61	0.00	45.61	45.61	0.00

Department No. 252 - School for the Deaf - Detail of Conference Committee Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total Conference Committee Changes
Salaries and wages	($39,902)	($39,902)
Operating expenses		
Capital assets		
Grants		
Accrued leave payments		
Total all funds	($39,902)	($39,902)
Less estimated income	(4,360)	(4,360)
General fund	($35,542)	($35,542)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

Senate Bill No. 2013 - Vision Services - School for the Blind - Conference Committee Action

	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Salaries and wages	$4,415,180	$4,784,241	($24,092)	$4,760,149	$4,760,149	
Operating expenses	707,006	864,706		864,706	864,706	
Capital assets	35,364	81,954		81,954	81,954	
Accrued leave payments	87,463					
Total all funds	$5,245,013	$5,730,901	($24,092)	$5,706,809	$5,706,809	$0
Less estimated income	743,427	631,843	(6,518)	625,325	625,325	0
General fund	$4,501,586	$5,099,058	($17,574)	$5,081,484	$5,081,484	$0
FTE	30.00	30.00	0.00	30.00	30.00	0.00

Department No. 253 - Vision Services - School for the Blind - Detail of Conference Committee Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total Conference Committee Changes
Salaries and wages	($24,092)	($24,092)
Operating expenses		
Capital assets		
Accrued leave payments		
Total all funds	($24,092)	($24,092)
Less estimated income	(6,518)	(6,518)
General fund	($17,574)	($17,574)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

Date: 4-24-15
Roll Call Vote #: 1

2015 SENATE CONFERENCE COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. **2013** as (re) engrossed

Senate Appropriations Committee

Action Taken

- ☐ **SENATE accede to House Amendments**
- ☐ **SENATE accede to House Amendments and further amend**
- ☐ **HOUSE recede from House amendments**
- ☒ **HOUSE recede from House amendments and amend as follows**

☐ **Unable to agree**, recommends that the committee be discharged and a new committee be appointed

Motion Made by: Heckaman Seconded by: Guggisberg

Senators				Yes	No	Representatives				Yes	No
Holmberg					✓	Monson					✓
[illegible]sbach				✓		Sanford				✓	
[illegible]ckaman				✓		Guggisberg				✓	
Total Senate Vote				2	1	Total Rep. Vote				2	1

Vote Count Yes: 4 No: 2 Absent: 0 It carried

Senate Carrier Holmberg House Carrier Monson

LC Number _____ . _____ of amendment

LC Number _____ . _____ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

Puts $3M back into the transportation Budget.

Date: 4-24-15
Roll Call Vote #: 2

2015 SENATE CONFERENCE COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. **2013** as (re) engrossed

Senate Appropriations Committee

Action Taken

- ☐ **SENATE accede to House Amendments**
- ☐ **SENATE accede to House Amendments and further amend**
- ☐ **HOUSE recede from House amendments**
- ☒ **HOUSE recede from House amendments and amend as follows**

☐ **Unable to agree**, recommends that the committee be discharged and a new committee be appointed

Motion Made by: Heckaman Seconded by: Krebsbach

Senators				Yes	No	Representatives				Yes	No
Holmberg				✓		Monson				✓	
Krebsbach				✓		Sanford				✓	
Heckaman				✓		Guggisberg				✓	
Total Senate Vote				3		Total Rep. Vote				3	

Vote Count Yes: 6 No: 0 Absent: 0

Motion carried

Senate Carrier _____ House Carrier _____

LC Number _____ . _____ of amendment

LC Number _____ . _____ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

Amendment # 15.8146.02012

Date: 4-24-15
Roll Call Vote #: 3

2015 SENATE CONFERENCE COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. **2013** as (re) engrossed

Senate Appropriations Committee

Action Taken
- ☐ **SENATE accede to House Amendments**
- ☐ **SENATE accede to House Amendments and further amend**
- ☐ **HOUSE recede from House amendments**
- ☒ **HOUSE recede from House amendments and amend as follows**

☐ **Unable to agree**, recommends that the committee be discharged and a new committee be appointed

Motion Made by: Sanford Seconded by: Krebsback

Senators				Yes	No	Representatives				Yes	No
Holmberg				✓		Monson				✓	
sbach				✓		Sanford				✓	
kaman				✓		Guggisberg				✓	
Total Senate Vote				3		Total Rep. Vote				3	

Vote Count Yes: 6 No: 0 Absent: 0

Motion carried

Senate Carrier Holmberg House Carrier Monson

LC Number _____ . _____ of amendment

LC Number _____ . _____ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

Amendment # 15.8146.02013

Date: 4-24-15
Roll Call Vote #: 4

2015 SENATE CONFERENCE COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. **2013** as (re) engrossed

Senate Appropriations Committee

Action Taken

- ☐ **SENATE accede to House Amendments**
- ☐ **SENATE accede to House Amendments and further amend**
- ☐ **HOUSE recede from House amendments**
- ☒ **HOUSE recede from House amendments and amend as follows**

☐ **Unable to agree**, recommends that the committee be discharged and a new committee be appointed

Motion Made by: Monson Seconded by: Sanford

Senators				Yes	No	Representatives				Yes	No
Holmberg				✓		Monson				✓	
[illegible]sbach				✓		Sanford				✓	
[illegible]kaman				✓		Guggisberg				✓	
Total Senate Vote				3		Total Rep. Vote				3	

Vote Count Yes: 6 No: 0 Absent: 0 It carried

Senate Carrier Holmberg House Carrier Monson

LC Number _____ . _____ of amendment

LC Number _____ . _____ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

Monson's amendment:
adding $20,000 Rural Art Research
$120,000 Pathfinder
$100,000 Young Entrepreneur
$5,000 We the People
$10,000 each National writing Projects (for a total of $20,000

Date: 4-24-15
Roll Call Vote #: 5

2015 SENATE CONFERENCE COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. **2013** as (re) engrossed

Senate Appropriations Committee

Action Taken

- ☐ **SENATE accede to House Amendments**
- ☐ **SENATE accede to House Amendments and further amend**
- ☐ **HOUSE recede from House amendments**
- ☒ **HOUSE recede from House amendments and amend as follows**

☐ **Unable to agree**, recommends that the committee be discharged and a new committee be appointed

Motion Made by: Sanford Seconded by: Guggisberg

Senators				Yes	No	Representatives				Yes	No
Holmberg					✓	Monson					✓
bsbach					✓	Sanford				✓	
ckaman				✓		Guggisberg				✓	
Total Senate Vote				1	2	Total Rep. Vote				2	1

Vote Count Yes: 3 No: 3 Absent: 0

Did not pass

Senate Carrier Holmberg House Carrier Monson

LC Number _____ . _____ of amendment

LC Number _____ . _____ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

Date: 4-24
Roll Call Vote #: 6

2015 SENATE CONFERENCE COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. **2013** as (re) engrossed

Senate Appropriations Committee

Action Taken
- ☐ **SENATE accede to House Amendments**
- ☐ **SENATE accede to House Amendments and further amend**
- ☐ **HOUSE recede from House amendments**
- ☒ **HOUSE recede from House amendments and amend as follows**

☐ **Unable to agree**, recommends that the committee be discharged and a new committee be appointed

Motion Made by: Krebsbach Seconded by: Heckaman

Senators				Yes	No	Representatives				Yes	No
Holmberg				✓		Monson				✓	
Krebsbach				✓		Sanford				✓	
Heckaman				✓		Guggisberg				✓	
Total Senate Vote						Total Rep. Vote					

Vote Count Yes: 6 No: 0 Absent: 0 Motion carried

Senate Carrier Holmberg House Carrier Monson

LC Number _____ . _____ of amendment

LC Number _____ . _____ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

$7,500 for the LEAD center

Date: 4/29/15
Roll Call Vote #: 17

2015 SENATE CONFERENCE COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. **2013** as (re) engrossed

Senate Appropriations Committee

Action Taken
- ☐ **SENATE accede to House Amendments**
- ☐ **SENATE accede to House Amendments and further amend**
- ☐ **HOUSE recede from House amendments**
- ☒ **HOUSE recede from House amendments and amend as follows**

☐ **Unable to agree**, recommends that the committee be discharged and a new committee be appointed

Motion Made by: Sanford Seconded by: Guggisberg

Senators				Yes	No	Representatives				Yes	No
Holmberg					✓	Monson					✓
bsbach					✓	Sanford				✓	
ckaman				✓		Guggisberg				✓	
Total Senate Vote				1	2	Total Rep. Vote				2	1

Vote Count Yes: 3 No: 3 Absent: 0 HB failed

Senate Carrier Holmberg House Carrier Monson

LC Number _____ . _____ of amendment

LC Number _____ . _____ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

Re: Transportation - restore 2.7 rather than 3

Mentoring restore 300,000

Date: 4/27
Roll Call Vote #: 1

2015 SENATE CONFERENCE COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. **2013** as (re) engrossed

Senate Appropriations Committee

Action Taken

- ☐ **SENATE accede to House Amendments**
- ☐ **SENATE accede to House Amendments and further amend**
- ☐ **HOUSE recede from House amendments**
- ☒ **HOUSE recede from House amendments and amend as follows**

- ☐ **Unable to agree**, recommends that the committee be discharged and a new committee be appointed

Motion Made by: Monson Seconded by: Krebsbach

Senators				Yes	No	Representatives				Yes	No
Holmberg				✓		Monson				✓	
[illegible]sbach				✓		Sanford				✓	
[illegible]kaman				✓		Guggisberg				✓	
Total Senate Vote						Total Rep. Vote					

Vote Count Yes: 6 No: 0 Absent: 0 Motion carried

Senate Carrier Holmberg House Carrier Monson

LC Number _____ . _____ of amendment

LC Number _____ . _____ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

Motion to remove Section 13 from the Bill

Date: 4/27/15
Roll Call Vote #: 2

2015 SENATE CONFERENCE COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. 2013 as (re) engrossed

Senate Appropriations Committee

Action Taken
- ☐ **SENATE accede to House Amendments**
- ☐ **SENATE accede to House Amendments and further amend**
- ☐ **HOUSE recede from House amendments**
- ☒ **HOUSE recede from House amendments and amend as follows**

☐ **Unable to agree**, recommends that the committee be discharged and a new committee be appointed

Motion Made by: Monson Seconded by: Sanford

Senators				Yes	No	Representatives				Yes	No
Holmberg				✓		Monson				✓	
ebsbach				✓		Sanford				✓	
eckaman					✓	Guggisberg					✓
Total Senate Vote				2	1	Total Rep. Vote				2	1

Vote Count Yes: 4 No: 2 Absent: 0 Motion carried

Senate Carrier Holmberg House Carrier Monson

LC Number _____ . _____ of amendment

LC Number _____ . _____ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment Remove $3 M from the Bill

Date: 4/27/15
Roll Call Vote #: 3

2015 SENATE CONFERENCE COMMITTEE
ROLL CALL VOTES

BILL/RESOLUTION NO. **2013** as (re) engrossed

Senate Appropriations Committee

Action Taken

- ☐ **SENATE accede to House Amendments**
- ☐ **SENATE accede to House Amendments and further amend**
- ☐ **HOUSE recede from House amendments**
- ☒ **HOUSE recede from House amendments and amend as follows**
- ☐ **Unable to agree**, recommends that the committee be discharged and a new committee be appointed

Motion Made by: Monson Seconded by: Sanford

Senators				Yes	No	Representatives				Yes	No
Holmberg				✓		Monson				✓	
sbach				✓		Sanford				✓	
ckaman				✓		Guggisberg				✓	
Total Senate Vote						Total Rep. Vote					

Vote Count Yes: 6 No: 0 Absent: 0 It carried

Senate Carrier _____ House Carrier _____

LC Number _____ . _____ of amendment

LC Number _____ . _____ of engrossment

Emergency clause added or deleted

Statement of purpose of amendment

House recede & further amend

REPORT OF CONFERENCE COMMITTEE

SB 2013, as engrossed: Your conference committee (Sens. Holmberg, Krebsbach, Heckaman and Reps. Monson, Sanford, Guggisberg) recommends that the **HOUSE RECEDE** from the House amendments as printed on SJ pages 1530-1536, adopt amendments as follows, and place SB 2013 on the Seventh order:

That the House recede from its amendments as printed on pages 1530-1536 of the Senate Journal and pages 1647-1653 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 3, remove the second "of the"

Page 1, line 7, after "state" insert "; to provide an exemption; to provide a statement of legislative intent; and to provide for legislative management studies"

Page 1, remove lines 20 through 24

Page 2, replace lines 1 through 10 with:

"Salaries and wages	$15,940,953	$2,339,053	$18,280,006
Accrued leave payments	322,068	(322,068)	0
Operating expenses	29,430,802	1,397,390	30,828,192
Integrated formula payments	1,752,100,000	164,540,000	1,916,640,000
Grants - special education contracts	16,500,000	800,000	17,300,000
Grants - transportation	53,500,000	3,500,000	57,000,000
Grants - other grants	272,996,261	(4,379,034)	268,617,227
PowerSchool	0	6,000,000	6,000,000
Rapid enrollment grants	13,600,000	1,200,000	14,800,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,154,540,084	$175,075,341	$2,329,615,425
Less estimated income	436,996,759	71,635,714	508,632,473
Total general fund	$1,717,543,325	$103,439,627	$1,820,982,952
Full-time equivalent positions	99.75	0.00	99.75"

Page 2, replace lines 15 through 22 with:

"Salaries and wages	$3,780,053	$401,127	$4,181,180
Accrued leave payments	75,354	(75,354)	0
Operating expenses	1,895,726	0	1,895,726
Grants	2,519,000	616,500	3,135,500
Total all funds	$8,270,133	$942,273	$9,212,406
Less estimated income	2,394,145	44,606	2,438,751
Total general fund	$5,875,988	$897,667	$6,773,655
Full-time equivalent positions	29.75	0.00	29.75"

Page 2, remove lines 27 through 31

Page 3, replace lines 1 through 4 with:

"Salaries and wages	$6,932,905	$781,425	$7,714,330
Accrued leave payments	134,846	(134,846)	0
Operating expenses	1,908,794	139,502	2,048,296
Capital assets	191,762	675,412	867,174
Grants	200,000	0	200,000
Total all funds	$9,368,307	$1,461,493	$10,829,800
Less estimated income	1,568,928	120,282	1,689,210
Total general fund	$7,799,379	$1,341,211	$9,140,590
Full-time equivalent positions	44.61	1.00	45.61"

Page 3, replace lines 9 through 16 with:

"Salaries and wages	$4,415,180	$344,969	$4,760,149
Accrued leave payments	87,463	(87,463)	0
Operating expenses	707,006	157,700	864,706
Capital assets	35,364	46,590	81,954
Total all funds	$5,245,013	$461,796	$5,706,809
Less estimated income	743,427	(118,102)	625,325
Total general fund	$4,501,586	$579,898	$5,081,484
Full-time equivalent positions	30.00	0.00	30.00"

Page 3, replace lines 21 through 23 with:

"Grand total general fund	$1,735,720,278	$106,258,403	$1,841,978,681
Grand total special funds	441,703,259	71,682,500	513,385,759
Grand total all funds	$2,177,423,537	$177,940,903	$2,355,364,440"

Page 4, after line 3, insert:

" Civics education grant	0	200,000
Cardiopulmonary resuscitation training grants	0	450,000"

Page 4, replace line 6 with:

" Total department of public instruction - general fund	$6,070,000	$15,480,000"

Page 4, replace lines 24 through 26 with:

"Grand total - all funds	$10,375,095	$16,386,000
Grand total - estimated income	1,112,588	656,000
Grand total - general fund	$9,262,507	$15,730,000"

Page 6, line 17, replace "twenty-seven" with "eighteen"

Page 6, line 19, replace "Sixty" with "Fifty-five"

Page 6, line 20, replace "Sixty" with "Fifty-four"

Page 6, line 31, replace "Sixty" with "Fifty-four"

Page 9, line 9, after "grants" insert "for training made available to students at both the high school and middle school levels"

Page 9, line 9, remove "in"

Page 9, remove line 10

Page 9, line 11, replace "available to students at both the high school and middle school levels" with "below"

Page 9, after line 11, insert:

"1. A school district may be eligible for reimbursement under this section if the school district utilizes one class period in a required course of the district's choosing, for the purpose of providing instruction in cardiopulmonary resuscitation to as many students as possible. A nonpublic school may be eligible for reimbursement under this section if the nonpublic school utilizes one class period in a required course of the school's choosing, for the purpose of providing instruction in cardiopulmonary resuscitation to as many students as possible. The training must:

a. Conform to the most recent national evidence-based American heart association guidelines for cardiopulmonary resuscitation and emergency cardiovascular care;

b. Be conducted according to guidelines established by the American heart association, the American red cross, or some other nationally recognized nonprofit organization;

c. Include the practice of chest compressions;

d. Include instruction in the use of an automated external defibrillator; and

e. Use course curriculum which allows for demonstration of competency in performing cardiopulmonary resuscitation and associated skills, including automated external defibrillator and first aid, gained through psychomotor skills practice based on current national guidelines.

2. a. Upon completion of the training, each school district and nonpublic school may submit to the superintendent of public instruction documentation verifying the training and any expenses incurred in providing the training.

b. For purposes of this section, "reimbursable expenses" include costs for instructors, training staff as instructors, instructional materials, and training manikins.

c. A school district's reimbursement may not exceed the equivalent of $15 multiplied by the number of district students undergoing the training during the first year of the biennium and $15 multiplied by the number of district students undergoing the training during the second year of the biennium, based on the number of hours and level of certification offered. A nonpublic school's reimbursement may not exceed the equivalent of $15 multiplied by the number of the school's students undergoing the training during the first year of the biennium and $15 multiplied by the number of the school's students undergoing the training during the second year of the biennium, based on the number of hours and level of certification offered.

3. School districts and nonpublic schools may combine with other school districts and nonpublic schools to provide the training or direct that a regional education association provide or facilitate the training.

4. The superintendent of public instruction shall provide the reimbursements to school districts and nonpublic schools in accordance with the order in which completed requests are received."

Page 9, after line 13, insert:

"**SECTION 12. EXEMPTION - SAFETY GRANTS.** The amount appropriated for school district safety grants in section 1 of chapter 59 of the 2013 Session Laws is not subject to section 54-44.1-11 and any unexpended funds are available for school district safety grants during the biennium beginning July 1, 2015, and ending June 30, 2017."

Page 13, after line 18, insert:

"**SECTION 22. LEGISLATIVE INTENT - REGIONAL EDUCATION ASSOCIATIONS AND THE NORTH DAKOTA TEACHER CENTER NETWORK.** It is

the intent of the sixty-fourth legislative assembly that, during the 2015-17 biennium, the North Dakota teacher center network merge with regional education associations and that the mergers be complete by July 1, 2017.

SECTION 23. LEGISLATIVE MANAGEMENT STUDY - SCHOOL DISTRICT TRANSPORTATION. During the 2015-16 interim, the legislative management shall consider studying school district transportation and state reimbursement for transportation. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly.

SECTION 24. LEGISLATIVE MANAGEMENT STUDY - TEACHER PREPARATION AND RETENTION. During the 2015-16 interim, the legislative management shall consider studying teacher preparation and retention, including reasons new teachers leave the profession, federal requirements for teacher preparation programs, and possible enhancements to teacher preparation programs and other programs designed to improve retention of new teachers. As part of the study the superintendent of public instruction shall prepare exit interview forms to be completed by school districts when a teacher separates employment. The superintendent of public instruction shall compile the information from the exit interviews and provide a report to the legislative management. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly.

SECTION 25. LEGISLATIVE MANAGEMENT STUDY - EDUCATIONAL SERVICE PROVIDERS. During the 2015-16 interim, the legislative management shall consider studying the effectiveness and efficiency of educational service providers, including regional education associations, the education standards and practices board, EduTech, the center for distance education, the North Dakota STEM network, and the teacher center network. The study shall examine organizational, structural, administrative, and supervisory options for strengthening the role and function of the named entities and ensuring the optimal provision of services to students, teachers, schools, and school districts throughout the state. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of Conference Committee Action

	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Department of Public Instruction						
Total all funds	$2,154,540,084	$2,449,114,980	($119,499,555)	$2,329,615,425	$2,309,902,925	$19,712,500
Less estimated income	436,996,759	508,680,867	(48,394)	508,632,473	508,632,473	0
General fund	$1,717,543,325	$1,940,434,113	($119,451,161)	$1,820,982,952	$1,801,270,452	$19,712,500
State Library						
Total all funds	$8,270,133	$9,234,993	($22,587)	$9,212,406	$9,212,406	$0
Less estimated income	2,394,145	2,439,261	(510)	2,438,751	2,438,751	0
General fund	$5,875,988	$6,795,732	($22,077)	$6,773,655	$6,773,655	$0
School for the Deaf						
Total all funds	$9,368,307	$10,869,702	($39,902)	$10,829,800	$10,829,800	$0
Less estimated income	1,568,928	1,693,570	(4,360)	1,689,210	1,689,210	0
General fund	$7,799,379	$9,176,132	($35,542)	$9,140,590	$9,140,590	$0
Vision Services - School for the Blind						
Total all funds	$5,245,013	$5,730,901	($24,092)	$5,706,809	$5,706,809	$0
Less estimated income	743,427	631,843	(6,518)	625,325	625,325	0

General fund	$4,501,586	$5,099,058	($17,574)	$5,081,484	$5,081,484	$0
Bill total						
Total all funds	$2,177,423,537	$2,474,950,576	($119,586,136)	$2,355,364,440	$2,335,651,940	$19,712,500
Less estimated income	441,703,259	513,445,541	(59,782)	513,385,759	513,385,759	0
General fund	$1,735,720,278	$1,961,505,035	($119,526,354)	$1,841,978,681	$1,822,266,181	$19,712,500

Senate Bill No. 2013 - Department of Public Instruction - Conference Committee Action

	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Salaries and wages	$15,940,953	$18,356,066	($76,060)	$18,280,006	$18,280,006	
Operating expenses	29,430,802	30,828,192		30,828,192	30,828,192	
Integrated formula payments	1,752,100,000	2,030,800,000	(114,160,000)	1,916,640,000	1,897,000,000	19,640,000
Grants - special education contracts	16,500,000	17,300,000		17,300,000	17,300,000	
Grants - transportation	53,500,000	60,000,000	(3,000,000)	57,000,000	57,000,000	
Grants - other grants	272,996,261	270,880,722	(2,263,495)	268,617,227	268,544,727	72,500
Rapid enrollment grants	13,600,000	14,800,000		14,800,000	14,800,000	
Transportation efficiency	30,000	30,000		30,000	30,000	
National board certification	120,000	120,000		120,000	120,000	
Accrued leave payments	322,068					
PowerSchool		6,000,000		6,000,000	6,000,000	
Total all funds	$2,154,540,084	$2,449,114,980	($119,499,555)	$2,329,615,425	$2,309,902,925	$19,712,500
Less estimated income	436,996,759	508,680,867	(48,394)	508,632,473	508,632,473	0
General fund	$1,717,543,325	$1,940,434,113	($119,451,161)	$1,820,982,952	$1,801,270,452	$19,712,500
FTE	99.75	99.75	0.00	99.75	99.75	0.00

Department No. 201 - Department of Public Instruction - Detail of Conference Committee Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Adjusts Funding for English Language Learner Grants[2]	Adjusts Funding for Integrated Formula Payments[3]	Decreases Funding for Transportation Grants[4]	Adds Funding for Medicaid Matching Requirements[5]	Decreases Funding for Free Meals to Students Eligible for Reduced Meals[6]
Salaries and wages	($76,060)					
Operating expenses						
Integrated formula payments			(114,160,000)			
Grants - special education contracts						
Grants - transportation				(3,000,000)		
Grants - other grants		(1,500,000)			323,611	(867,000)
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
PowerSchool						
Total all funds	($76,060)	($1,500,000)	($114,160,000)	($3,000,000)	$323,611	($867,000)
Less estimated income	(48,394)	0	0	0	0	0
General fund	($27,666)	($1,500,000)	($114,160,000)	($3,000,000)	$323,611	($867,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for Civics Education Grant[7]	Adjusts Funding for Other Grants[8]	Total Conference Committee Changes
Salaries and wages			($76,060)
Operating expenses			
Integrated formula payments			(114,160,000)
Grants - special education contracts			
Grants - transportation			(3,000,000)
Grants - other grants	200,000	(420,106)	(2,263,495)
Rapid enrollment grants			
Transportation efficiency			
National board certification			

Accrued leave payments			
PowerSchool			
Total all funds	$200,000	($420,106)	($119,499,555)
Less estimated income	0	0	(48,394)
General fund	$200,000	($420,106)	($119,451,161)
FTE	0.00	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

[2] Funding for English language learner grants included in Senate Bill No. 2031 is adjusted to provide a total of $1 million from the general fund. This level of funding is $1.5 million less than the Senate version of $2.5 million and $200,000 less than the House version of $1.2 million. The executive recommendation did not include English language leaner grants.

[3] Integrated formula payments are reduced based on conference committee amendments to Senate Bill No. 2031, to provide a total of $1,916,640,000, of which $219,134,000 is from the state tuition fund and $1,697,506,000 is from the general fund. This level of funding represents a $164,540,000 increase from 2013-15 base level integrated formula payments, a $16,640,000 increase from the executive recommendation, and a $19,640,000 increase from the House version. Funding for integrated formula payments is adjusted by the conference committee as follows:

Per student integrated formula payment rates are adjusted to provide for 3 percent per year increases during the 2015-17 biennium. The Senate provided an average increase of 3.65 percent per year and the House provided for 2 percent per year increases in the integrated formula payment rates.	($17,080,000)
Increases in the "at-risk" factor are removed, the same as the House version.	(45,100,000)
Formula payments are adjusted for anticipated increases in mineral payments provided to school districts as a result of changes to the oil tax distribution formula.	(7,500,000)
Additional property tax relief added by the Senate is removed, the same as the House version.	(22,000,000)
Additional professional development days added by the Senate are removed, the same as the House version.	(20,000,000)
Increases to the English language learner factors included in the executive recommendation and the Senate version are adjusted. The House version did not include funding for increased English language learner factors.	(650,000)
Regional education association factor increases included in the executive recommendation and the Senate version are removed, the same as the House version.	(420,000)
Increases to the school size weighting factors added by the Senate are adjusted. The House version did not include funding for increased school size weighting factors.	(1,410,000)
Total conference committee adjustment to integrated formula payments.	($114,160,000)

[4] Funding for transportation grants is reduced to provide a total of $57 million from the general fund, an increase of $3.5 million from the 2013-15 biennium, the same as the House version.

[5] Funding is added for Medicaid matching requirements of school districts related to increased medical assistance payment rates for physical, occupational, and speech therapy services, the same as the House version.

[6] Funding added by the Senate to provide free breakfast and lunch to students eligible for reduced meals is decreased to provide a total of $205,000 from the general fund to provide free breakfast to students eligible for reduced meals, the same as the House version.

[7] One-time funding is added to provide for a passthrough grant to the North Dakota Humanities Council for the development of elementary and secondary civics education, the same as the House version.

[8] Funding is reduced for the following other grants provided from the general fund:

	General Fund (Decrease)	Total General Fund
Mentoring program	($300,000)	$2,700,000
Teacher center network	(54,000)	360,000
North Dakota Young Entrepreneur education program	(40,000)	100,000
Pathfinders Parent project	(26,106)	120,000
Total general fund	($420,106)	$3,280,000

The conference committee restored funding increases for the LEAD Center, rural art outreach program, "We the People" program, and national writing projects included in the executive recommendation and in the Senate version, but removed by the House. The conference committee also restored a portion of the funding for the North Dakota Young Entrepreneur education program and the Pathfinders Parent project which were not funded in the House version.

The conference committee did not restore funding reductions made by the House for the mentoring program or the teacher center network.

This amendment also:

- Designates funding for a civics education grant ($200,000) and CPR grants ($450,000) as one-time funding from the general fund, the same as the House version.
- Amends the section related to the distribution of transportation grants to adjust reimbursement rates to reflect a $3 million reduction in total available grants, the same as the House version.
- Amends a section related to the distribution of cardiopulmonary resuscitation training grants to include middle school students, remove the matching requirement, and provide a $15 reimbursement. The House and Senate versions provided grants be distributed based on 2013 Session Law, but include middle school students.
- Adds an exemption to provide that any safety grant funds remaining at the end of the 2013-15 biennium may be continued to the 2015-17 biennium, the same as the House version.
- Adds a section of legislative intent to require that, during the 2015-17 biennium, teacher center networks merge with regional education associations and to provide mergers are complete by July 1, 2017, the same as the House version.
- Adds a section to provide for a Legislative Management study of school district transportation and state reimbursement, the same as the House version.
- Adds a section to provide for a Legislative Management study of teacher preparation and retention, including reasons new teachers leave the profession, federal requirements for teacher preparation programs, and possible enhancements to teacher preparation programs and other programs designed to improve retention of new teachers. As part of the study the Department of Public Instruction must prepare exit interview forms to be completed by school districts when a teacher separates employment. Information from the exit interviews must be compiled by the Department of Public Instruction and the department must report to the Legislative Management regarding the data compiled from the exit interviews, the same as the House version.
- Adds a section to provide for a Legislative Management study of the effectiveness and efficiency of educational service providers, including regional education associations, the Education Standards and Practices Board, EduTech, the Center for Distance Education, the North Dakota STEM network, and the teacher center network. This section was not included in the Senate or House version.

The conference committee did not include a section to restrict the carryover of funds provided for state school aid during the 2013-15 biennium included in the House version.

Senate Bill No. 2013 - State Library - Conference Committee Action

	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Salaries and wages	$3,780,053	$4,203,767	($22,587)	$4,181,180	$4,181,180	
Operating expenses	1,895,726	1,895,726		1,895,726	1,895,726	
Grants	2,519,000	3,135,500		3,135,500	3,135,500	
Accrued leave payments	75,354					
Total all funds	$8,270,133	$9,234,993	($22,587)	$9,212,406	$9,212,406	$0
Less estimated income	2,394,145	2,439,261	(510)	2,438,751	2,438,751	0
General fund	$5,875,988	$6,795,732	($22,077)	$6,773,655	$6,773,655	$0
FTE	29.75	29.75	0.00	29.75	29.75	0.00

Department No. 250 - State Library - Detail of Conference Committee Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total Conference Committee Changes
Salaries and wages	($22,587)	($22,587)
Operating expenses		
Grants		
Accrued leave payments		
Total all funds	($22,587)	($22,587)
Less estimated income	(510)	(510)
General fund	($22,077)	($22,077)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

Senate Bill No. 2013 - School for the Deaf - Conference Committee Action

	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Salaries and wages	$6,932,905	$7,754,232	($39,902)	$7,714,330	$7,714,330	
Operating expenses	1,908,794	2,048,296		2,048,296	2,048,296	
Capital assets	191,762	867,174		867,174	867,174	
Grants	200,000	200,000		200,000	200,000	
Accrued leave payments	134,846					
Total all funds	$9,368,307	$10,869,702	($39,902)	$10,829,800	$10,829,800	$0
Less estimated income	1,568,928	1,693,570	(4,360)	1,689,210	1,689,210	0
General fund	$7,799,379	$9,176,132	($35,542)	$9,140,590	$9,140,590	$0
FTE	44.61	45.61	0.00	45.61	45.61	0.00

Department No. 252 - School for the Deaf - Detail of Conference Committee Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total Conference Committee Changes
Salaries and wages	($39,902)	($39,902)
Operating expenses		
Capital assets		

Grants		
Accrued leave payments		
Total all funds	($39,902)	($39,902)
Less estimated income	(4,360)	(4,360)
General fund	($35,542)	($35,542)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

Senate Bill No. 2013 - Vision Services - School for the Blind - Conference Committee Action

	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Salaries and wages	$4,415,180	$4,784,241	($24,092)	$4,760,149	$4,760,149	
Operating expenses	707,006	864,706		864,706	864,706	
Capital assets	35,364	81,954		81,954	81,954	
Accrued leave payments	87,463					
Total all funds	$5,245,013	$5,730,901	($24,092)	$5,706,809	$5,706,809	$0
Less estimated income	743,427	631,843	(6,518)	625,325	625,325	0
General fund	$4,501,586	$5,099,058	($17,574)	$5,081,484	$5,081,484	$0
FTE	30.00	30.00	0.00	30.00	30.00	0.00

Department No. 253 - Vision Services - School for the Blind - Detail of Conference Committee Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total Conference Committee Changes
Salaries and wages	($24,092)	($24,092)
Operating expenses		
Capital assets		
Accrued leave payments		
Total all funds	($24,092)	($24,092)
Less estimated income	(6,518)	(6,518)
General fund	($17,574)	($17,574)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

Engrossed SB 2013 was placed on the Seventh order of business on the calendar.

2015 TESTIMONY

SB 2013

Prepared by the North Dakota Legislative Council staff for Senate Appropriations
January 12, 2015

Department 201 - Department of Public Instruction
Senate Bill No. 2013

Executive Budget Comparison to Prior Biennium Appropriations

	FTE Positions	General Fund	Other Funds	Total
2015-17 Executive Budget	99.75	$1,806,117,367	$508,463,306	$2,314,580,673
2013-15 Legislative Appropriations[1]	99.75	1,728,613,325	436,996,759	2,165,610,084
Increase (Decrease)	0.00	$77,504,042	$71,466,547	$148,970,589

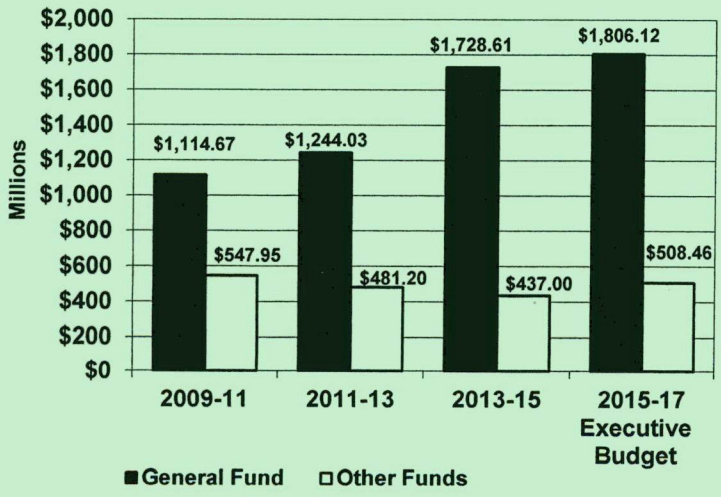
[1]The 2013-15 appropriation amounts include a contingent appropriation from the general fund to provide a grant of $5 million for the construction of a children's science center in Bismarck since general fund revenues exceeded 3.5 percent of the estimated general fund revenues for the period from July 1, 2013, through June 30, 2014, as determined by the Office of Management and Budget. However, the 2013-15 appropriation amounts do not include the following:

- General fund carryover authority totaling $408,150 continued from the 2011-13 biennium to the 2013-15 biennium for a supplemental assistance payment to a qualifying school district ($158,150) and a transfer to the Department of Career and Technical Education to provide a grant to an institution implementing a certificate program that prepares individuals with autism spectrum disorder for employment in the technology sector ($250,000).
- A transfer from the Office of Management and Budget to provide $2,446 from the general fund for internship stipends.

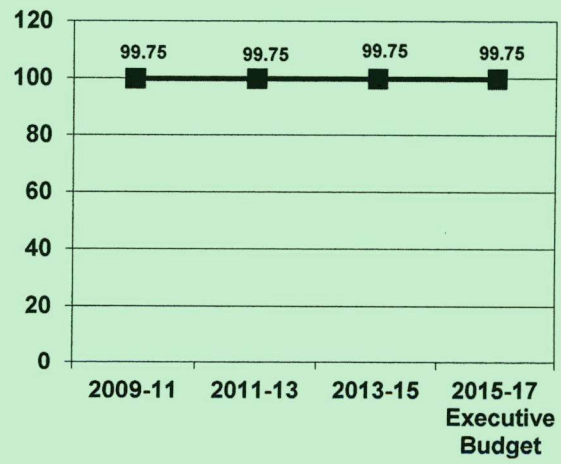
Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2015-17 Executive Budget	$1,791,297,367	$14,820,000	$1,806,117,367
2013-15 Legislative Appropriations	1,717,543,325	11,070,000	1,728,613,325
Increase (Decrease)	$73,754,042	$3,750,000	$77,504,042

Agency Funding



FTE Positions



Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2015-17 Executive Budget	$1,806,117,367	$508,463,306	$2,314,580,673
2015-17 Base Level	1,717,543,325	436,996,759	2,154,540,084
Increase (Decrease)	$88,574,042	$71,466,547	$160,040,589

Attached as an appendix is a detailed comparison of the executive budget to the agency's base level appropriations.

Executive Budget Highlights

	General Fund	Other Funds	Total
Salaries and wages			
1. Provides funding for state employee salary and benefit increases, of which $842,287 relates to performance increases, $261,655 is for market equity adjustments, $436,121 is for health insurance increases, and $86,628 is for retirement contribution increases	$529,324	$1,097,367	$1,626,691

2. Provides targeted market equity salary funding for educational program and administrative positions that have experienced recruiting challenges and turnover	$332,932	$0	$332,932
3. Adds funding to support content positions in math and science. The department anticipates converting current FTE positions.	$277,351	$0	$277,351
4. Increases funding for safe and healthy schools unit salaries and wages. Administrative costs of the unit were paid from the funding pool for initiatives line item during the 2013-15 biennium.	$500,034	$0	$500,034
Operating expenses			
5. Increases funding for safe and healthy schools unit operating expenses. Administrative costs of the unit were paid from the funding pool for initiatives line item during the 2013-15 biennium.	$97,640	$0	$97,640
6. Adds funding for a college and career readiness program, including funding for the cost of advanced placement teacher professional development and related expenses	$250,000	$0	$250,000
7. Adds funding for maintenance and upgrades to the department's state automated reporting system (STARS) and the department's website. STARS maintenance and development and website updates were paid from the funding pool for initiatives line item during the 2013-15 biennium.	$160,000	$0	$160,000
8. Adds funding for the statewide accreditation system paid from the funding pool for initiatives line item during the 2013-15 biennium	$799,750	$0	$799,750
9. Adds funding for a principal and teacher evaluation system. Teacher and principal evaluation systems were paid from the funding pool for initiatives line item during the 2013-15 biennium.	$60,000	$0	$60,000
Grants			
10. Increases funding for integrated formula payments to schools to provide a total of $1.9 billion, of which $219,134,000 is from the state tuition fund	$69,092,000	$78,808,000	$147,900,000
11. Increases funding for special education from $16.5 million to $17.3 million	$800,000	$0	$800,000
12. Increases funding for transportation grants from $53.5 million to $60 million	$6,500,000	$0	$6,500,000
13. Adds funding for principal and teacher evaluation system grants. Teacher and principal evaluation systems were paid from the funding pool for initiatives line item during the 2013-15 biennium.	$240,000	$0	$240,000
14. Increases funding for an expanded mentoring program to include teachers, principals, and instructional coaches to provide $3 million from the general fund	$700,000	$0	$700,000
15. Increases funding for adult education grants to provide a total of $3,734,411 from the general fund	$624,000	$0	$624,000
16. Removes funding for CPR grants provided during the 2013-15 biennium	($450,000)	$0	($450,000)
17. Adjusts funding for federal and special fund grants	$0	($7,869,039)	($7,869,039)
18. Increases funding for other general fund grants as follows:	$121,500	$0	$121,500

	General Fund Increase (Decrease)	Total General Fund
Teacher center network	$54,000	$414,000
LEAD Center	$7,500	$267,500
North Dakota Young Entrepreneur education program	20,000	140,000
"We the People" program	5,000	25,000
Pathfinders Parent project	15,000	146,106
National writing projects	20,000	193,000
Total general fund	$121,500	$1,185,606

19. Removes funding for rapid enrollment grants	($13,600,000)	$0	($13,600,000)
20. Provides **one-time funding** for rapid enrollment grants	$14,800,000	$0	$14,800,000
21. Adds **one-time funding** for a grant to provide a rural outreach van to the Museum of Art	$20,000	$0	$20,000
Other			
22. Adds funding for PowerSchool costs. The PowerSchool factor in the state school aid formula is eliminated. The requirement that the department forward state school aid related to PowerSchool directly to the Information Technology Department is removed in Section 18 of Senate Bill No. 2013.	$6,000,000	$0	$6,000,000

NOTE: Based on the executive budget supporting documents, the funding source allocation included in Senate Bill No. 2013 should be adjusted to decrease funding from the general fund and increase funding from estimated income by $597,475.

Other Sections in Bill

School construction loan fund - Section 3 provides for a transfer of $300 million from the strategic investment and improvements fund to the school construction loan fund for the purpose of providing additional school construction loans.

Tuition apportionment - Section 4 provides that any money available in the state tuition fund in excess of the $219,134,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction for distribution to school districts.

Payments for 2013-15 biennium educational services - Section 5 provides that the Department of Public Instruction may use money appropriated for integrated formula payments and special education contracts for the 2015-17 biennium to pay claims due during the 2013-15 biennium but not filed with the department until the 2015-17 biennium.

Special education gifted and talented programs - Section 6 provides that the Department of Public Instruction use $800,000 of the 2015-17 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The department is to encourage cooperative efforts for gifted and talented programs among school districts and special education units. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the Department of Public Instruction to the Department of Human Services on behalf of the school district or unit.

Regional education association grants - Section 7 provides for the distribution of up to $800,000 from the integrated formula payments line item for regional education association grants to assist with the cost of compensating coordinators during the 2015-17 biennium. The maximum annual grant to a regional education association is the lesser of $50,000 or 70 percent of the total compensation of the coordinator.

Transportation grants - Section 8 requires the Department of Public Instruction to distribute transportation aid for the 2015-17 biennium based on the state transportation formula as it existed on June 30, 2001, except that the department is to provide reimbursement at the rate of:

- One dollar and 27 cents per mile for schoolbuses having a capacity of 10 or more passengers.
- Sixty cents per mile for vehicles having a capacity of nine or fewer passengers.
- Sixty cents per mile round trip for family transportation of a student with a disability whose individualized education program plan requires that the student attend a school outside the student's school district of residence.
- Sixty cents per mile one way for family transportation if the student lives more than two miles from the public school the student attends.
- Thirty-two cents per student for each one-way trip.

Section 8 also provides if any funds appropriated for transportation aid for the 2015-17 biennium remain unspent after all statutory obligations are met, the Department of Public Instruction is to prorate and distribute the remaining amounts according to the percentage of the total transportation formula amount to which each school district is entitled.

Rapid enrollment grants - Section 9 provides for the distribution of up to $14.8 million in one-time funding for rapid enrollment grants. Grants are distributed based on two funding tiers, districts experiencing an increase of at least 4 percent or 150 students and no less than 20 students (Tier 1) and districts experiencing an increase of at least 2 percent or 75 students and no less than 10 students (Tier 2). Section 9 also provides that no more than $7.4 million may be provided in the first year of the biennium and if funding is not sufficient to provide all of the eligible grants, the department must prorate the payment based on the percentage of the total amount to which the school district is entitled.

Continuing education grants - Section 10 provides for the distribution of up to $150,000 from the Grants - other grants line item for continuing education grants. Grant awards are in amounts up to $1,200 per eligible recipient and any funding remaining after grants have been awarded to all eligible recipients must be distributed to school districts as additional per student payments based on latest average daily membership.

Indirect cost allocation - Section 11 provides that, notwithstanding North Dakota Century Code Section 54-44.1-15, the Department of Public Instruction may deposit indirect cost recoveries in its operating account. Section 54-44.1-15 otherwise provides that indirect cost recoveries be deposited in the general fund.

Other grant reporting - Section 13 requires the Department of Public Instruction report to the 2017 Legislative Assembly regarding the cost per participant and outcomes of other grants provided by the department.

State school aid program - Section 16 provides assumptions included in the executive recommendation for integrated formula payments and other grants, including per student payment rates of $9,482 for the 2015-16 academic year and $9,767 for the 2016-17 academic year. However, the recommendation of the of interim Education Funding Committee included per student payment rates of $9,482 for the 2015-16 academic year and $9,766 for the 2016-17 academic year. The different rate for the 2016-17 academic year should be reconciled. In addition, the section may be eliminated when the recommendation for integrated formula payments is developed by the Legislative Assembly.

Superintendent of Public Instruction salary - Section 17 provides the statutory changes increasing the Superintendent of Public Instruction's salary. The Superintendent of Public Instruction's annual salary is increased from the current level of $113,498 to $118,038, effective July 1, 2015, and to $122,759, effective July 1, 2016, to reflect the 4 percent and 4 percent recommended salary increase.

PowerSchool financial support - Section 18 removes the requirement that the Superintendent of Public Instruction forward the portion of a school district's state aid related to the PowerSchool factor to the Information Technology Department.

School construction loans - Revolving fund - Section 19 amends Section 15.1-36-02 to increase funding deposited in the school construction loan fund. In addition to $50 million made available from the coal development trust fund beginning in 1979 and $150 million made available from the strategic investment and improvements fund in 2013, the amendment provides $300 million is transferred from the strategic investment and improvements fund for a total of $500 million available for school construction loans. Section 3 provides for the transfer of $300 million from the strategic investment and improvements fund to the school construction loan fund. In addition, Section 19 provides the additional funding is available only to those school districts that demonstrate an increase in their average daily membership during each of the preceding three school years.

Continuing Appropriations

Instructional materials revolving printing fund - Section 15.1-03-03 - The fund is used for revenues and expenses associated with distributing instructional materials developed and printed by the department.

Displaced homemaker program - Chapter 14-06.1 - The fund is used to provide counseling, guidance, job readiness training, and services for displaced homemakers.

Estimated Turnback

The Department of Public Instruction estimates general fund turnback totaling $41,461,046 as follows:

- $36,900,000 - Integrated formula payments.
- $3,661,046 - Rapid enrollment grants.
- $500,000 - School district safety grants.
- $400,000 - CPR training grants.

Significant Audit Findings

There were no significant audit findings for the Department of Public Instruction.

Major Related Legislation

House Bill No. 1053 - Centralized Desktop Support Services - Requires all state agencies to obtain centralized desktop support services from the Information Technology Department, except the legislative and judicial branches and other large state agencies, based on the results of a hardware relocation and consolidation study.

House Bill No. 1087 - Civics Test - Requires students to correctly answer at least 60 percent of the questions on a civics test to graduate. A fiscal note prepared by the Department of Public Instruction indicates there is no fiscal impact related to this bill.

House Bill No. 1162 - School District Data and Reports - Relates to school district data and report due dates.

House Bill No. 1168 - School District Declining Enrollment Grants - Provides a general fund appropriation of $8 million to the Superintendent of Public Instruction for grants to any school district demonstrating declining enrollment during the 2015-17 biennium. The Superintendent of Public Instruction may not expend more than $4 million in grants under this section during the first year of the biennium.

Senate Bill No. 2031 - State School Aid - Provides the K-12 integrated formula plan recommended by the interim Education Funding Committee for state school aid and property tax relief and provides for a transfer of up to $225 million from strategic investment and improvements fund to the school construction loan fund. Section 24 of the bill provides for a transfer of $125 million from the strategic investment and improvements fund to the school construction loan fund for providing school construction loans under Section 15.1-36-02. Section 25 of the bill provides for a contingent transfer, subject to Budget Section approval, of an additional $100 million from the strategic investment and improvements fund to the school construction loan fund if all available loan funds are committed.

A fiscal note prepared by the Department of Public Instruction indicates a fiscal impact of $1,991,500,000 for integrated formula payments and PowerSchool funding, of which $1,772,366,000 is from the general fund and $219,134,000 is from the state tuition fund. The fiscal note also indicates the fiscal impact of recommendations included in Senate Bill No. 2031 exceed funding provided in the executive recommendation for K-12 integrated formula payments by $85.5 million.

Senate Bill No. 2048 - Mental Health First-Aid Training - Provides a general fund appropriation of $50,000 to the Department of Public Instruction for mental health first-aid training for teachers and child care providers.

Senate Bill No. 2087 - Federal Sequestration Offset - Provides a general fund appropriation of $1,661,207 to the Superintendent of Public Instruction for the 2013-15 biennium to offset the reduction in federal funding for Title I, Part A, of the Elementary and Secondary Education Act of 1965, that resulted from the federal sequestration order for fiscal year 2013.

Senate Bill No. 2088 - Education Foundation - Allows the State Superintendent of Public Instruction to form an education foundation to pursue and distribute private sector funds for use in education-related activities and provide advice and guidance to the Superintendent of Public Instruction regarding the administration and delivery of education in this state, including academic standards, accountability, budgetary and financial matters, managerial and operational matters, and regulatory and legislative matters. A fiscal note prepared by the Department of Public Instruction indicates a fiscal impact of $36,316 from the general fund related to the compensation and expenses of 11 foundation members.

Senate Bill No. 2089 - North Dakota Academic Scholarship - Allows students to use postsecondary courses offered for credit at an accredited institution of higher education to meet certain eligibility requirements of the North Dakota academic scholarship. A fiscal note prepared by the Department of Public Instruction indicates there is no fiscal impact related to this bill.

Senate Bill No. 2090 - North Dakota Academic Scholarship - Allows students performing at the highest achievement level in statewide assessments of English language arts, mathematics, and science, to meet certain eligibility requirements of the North Dakota academic scholarship and the North Dakota career and technical education scholarship. A fiscal note prepared by the Department of Public Instruction indicates a fiscal impact of $100,000 from the general fund related to additional students eligible for scholarships.

Senate Bill No. 2092 - School District Reorganization - Relates to school board authority following approval of a reorganization plan.

Senate Bill No. 2103 - Distributions to School Districts in Oil-Producing Counties - Provides an appropriation for the 2013-15 biennium from the strategic investment and improvements fund to the State Treasurer for distributions to counties, cities, school districts, and townships totaling $845 million, of which $8,750,000 is to be distributed to school districts in oil-producing counties.

Senate Bill No. 2108 - Compulsory Attendance Age - Relates to the minimum and maximum age of eligibility for school services and compulsory attendance. A fiscal note prepared by the Department of Public Instruction indicates there is no fiscal impact related to this bill.

Senate Bill No. 2151 - Early Childhood Education - Provides $6 million from the general fund to the Department of Commerce for early childhood education grants and requires the Superintendent of Public Instruction implement a uniform system for the accounting, budgeting, and reporting of data by any early childhood education providers receiving the Department of Commerce early childhood grants.

Department of Public Instruction - Budget No. 201
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation			
	FTE Positions	General Fund	Other Funds	Total
2015-17 Biennium Base Level	99.75	$1,717,543,325	$436,996,759	$2,154,540,084
2015-17 Ongoing Funding Changes				
Base payroll changes		$714,473	($569,781)	$144,692
Salary increase - Performance		273,337	568,950	842,287
Salary increase - Market equity		86,346	175,309	261,655
Retirement contribution increase		28,112	58,516	86,628
Health insurance increase		141,529	294,592	436,121
Salary increase - Targeted equity		332,932		332,932
Internship stipend		5,038		5,038
Adjust federal and special fund grants			(7,869,039)	(7,869,039)
Increases funding for integrated formula payments		69,092,000	78,808,000	147,900,000
Increases funding for transportation grants		6,500,000		6,500,000
Increases funding for special education grants		800,000		800,000
Adds funding for a college and career readiness program		250,000		250,000
Adds funding for PowerSchool grants		6,000,000		6,000,000
Increases funding for expanded mentoring program		700,000		700,000
Adds funding to support content positions in math and science		277,351		277,351
Increases funding for safe and healthy schools unit		597,674		597,674
Adds funding for maintenance and upgrades to STARS and website		160,000		160,000
Adds funding for the statewide accreditation system		799,750		799,750
Adds funding for a principal and teacher evaluation system		300,000		300,000
Increases funding for adult education grants		624,000		624,000
Increases funding for other grants		121,500		121,500
Removes CPR grants		(450,000)		(450,000)
Removes rapid enrollment grants		(13,600,000)		(13,600,000)
Total ongoing funding changes	0.00	$73,754,042	$71,466,547	$145,220,589
One-time funding items				
Adds funding for rapid enrollment grants		$14,800,000		$14,800,000
Adds funding for Museum of Art rural outreach van		20,000		20,000
Total one-time funding changes	0.00	$14,820,000	$0	$14,820,000
Total Changes to Base Level Funding	0.00	$88,574,042	$71,466,547	$160,040,589
2015-17 Total Funding	99.75	$1,806,117,367	$508,463,306	$2,314,580,673

Other Sections in Senate Bill No. 2013

	Executive Budget Recommendation
School construction loan fund	Section 3 provides for a transfer of $300 million from the strategic investment and improvements fund to the school construction loan fund for the purpose of providing additional school construction loans.
Tuition apportionment	Section 4 provides that any money available in the state tuition fund in excess of the $219,134,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction for distribution to school districts.

	Executive Budget Recommendation
Payments for 2013-15 biennium educational services	Section 5 provides that the Department of Public Instruction may use money appropriated for integrated formula payments and special education contracts for the 2015-17 biennium to pay claims due during the 2013-15 biennium but not filed with the department until the 2015-17 biennium.
Special education gifted and talented programs	Section 6 provides that the Department of Public Instruction use $800,000 of the 2015-17 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The department is to encourage cooperative efforts for gifted and talented programs among school districts and special education units. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the Department of Public Instruction to the Department of Human Services on behalf of the school district or unit.
Regional education association grants	Section 7 provides for the distribution of up to $800,000 from the integrated formula payments line item for regional education association grants to assist with the cost of compensating coordinators during the 2015-17 biennium. The maximum annual grant to a regional education association is the lesser of $50,000, or 70 percent of the total compensation of the coordinator.
Transportation grants	Section 8 requires the Department of Public Instruction to distribute transportation aid for the 2015-17 biennium based on the state transportation formula as it existed on June 30, 2001, except that the department is to provide reimbursement at the rate of: • One dollar and 27 cents per mile for schoolbuses having a capacity of 10 or more passengers. • Sixty cents per mile for vehicles having a capacity of nine or fewer passengers. • Sixty cents per mile round trip for family transportation of a student with a disability whose individualized education program plan requires that the student attend a school outside the student's school district of residence. • Sixty cents per mile one way for family transportation if the student lives more than two miles from the public school the student attends. • Thirty-two cents per student for each one-way trip. Section 8 also provides if any funds appropriated for transportation aid for the 2015-17 biennium remain unspent after all statutory obligations are met, the Department of Public Instruction is to prorate and distribute the remaining amounts according to the percentage of the total transportation formula amount to which each school district is entitled.
Rapid enrollment grants	Section 9 provides for the distribution of up to $14.8 million in one-time funding for rapid enrollment grants. Grants are distributed based on two funding tiers, districts experiencing an increase of at least 4 percent or 150 students and no less than 20 students (Tier 1) and districts experiencing an increase of at least 2 percent or 75 students and no less than 10 students (Tier 2). Section 9 also provides that no more than $7.4 million may be provided in the first year of the biennium and if funding is not sufficient to provide all of the eligible grants, the department must prorate the payment based on the percentage of the total amount to which the school district is entitled.

	Executive Budget Recommendation
Continuing education grants	Section 10 provides for the distribution of up to $150,000 from the Grants - other grants line item for continuing education grants. Grant awards are in amounts up to $1,200 per eligible recipient and any funding remaining after grants have been awarded to all eligible recipients must be distributed to school districts as additional per student payments based on latest average daily membership.
Indirect cost allocation	Section 11 provides that, notwithstanding North Dakota Century Code Section 54-44.1-15, the Department of Public Instruction may deposit indirect cost recoveries in its operating account. Section 54-44.1-15 otherwise provides that indirect cost recoveries be deposited in the general fund.
Other grant reporting	Section 13 requires the Department of Public Instruction report to the 2017 Legislative Assembly regarding the cost per participant and outcomes of other grants provided by the department.
State school aid program	Section 16 provides assumptions included in the executive recommendation for integrated formula payments and other grants, including per student payment rates of $9,482 for the 2015-16 academic year and $9,767 for the 2016-17 academic year. However, the recommendation of the of interim Education Funding Committee included per student payment rates of $9,482 for the 2015-16 academic year and $9,766 for the 2016-17 academic year. The different rate for the 2016-17 academic year should be reconciled. In addition, the section may be eliminated when the recommendation for integrated formula payments is developed by the Legislative Assembly.
Superintendent of Public Instruction salary	Section 17 provides the statutory changes increasing the Superintendent of Public Instruction's salary. The Superintendent of Public Instruction's annual salary is increased from the current level of $113,498 to $118,038, effective July 1, 2015, and to $122,759, effective July 1, 2016, to reflect the 4 percent and 4 percent recommended salary increase.
PowerSchool financial support	Section 18 removes the requirement that the Superintendent of Public Instruction forward the portion of a school district's state aid related to the PowerSchool factor to the Information Technology Department.
School construction loans - Revolving fund	Section 19 amends Section 15.1-36-02 to increase funding deposited in the school construction loan fund. In addition to $50 million made available from the coal development trust fund beginning in 1979 and $150 million made available from the strategic investment and improvements fund in 2013, the amendment provides $300 million is transferred from the strategic investment and improvements fund for a total of $500 million available for school construction loans. Section 3 provides for the transfer of $300 million from the strategic investment and improvements fund to the school construction loan fund. In addition, Section 19 provides the additional funding is available only to those school districts that demonstrate an increase in their average daily membership during each of the preceding three school years.

Prepared by the North Dakota Legislative Council staff for Senate Appropriations
January 12, 2015

Department 250 - State Library
Senate Bill No. 2013

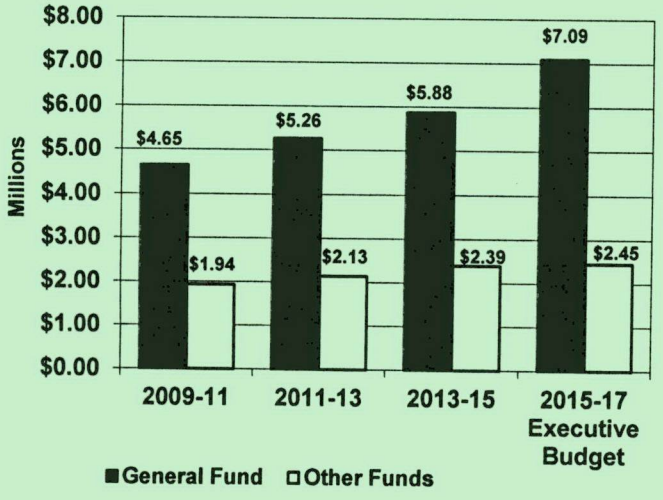
Executive Budget Comparison to Prior Biennium Appropriations

	FTE Positions	General Fund	Other Funds	Total
2015-17 Executive Budget	29.75	$7,094,707	$2,452,175	$9,546,882
2013-15 Legislative Appropriations	29.75	5,875,988	2,394,145	8,270,133
Increase (Decrease)	0.00	$1,218,719	$58,030	$1,276,749

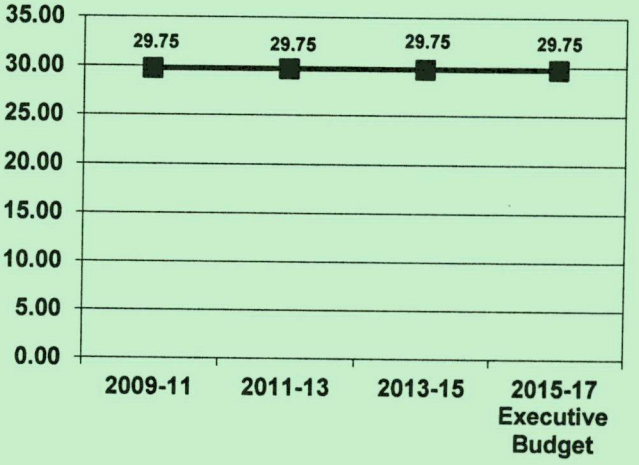
Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2015-17 Executive Budget	$6,844,707	$250,000	$7,094,707
2013-15 Legislative Appropriations	5,875,988	0	5,875,988
Increase (Decrease)	$968,719	$250,000	$1,218,719

Agency Funding



FTE Positions



Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2015-17 Executive Budget	$7,094,707	$2,452,175	$9,546,882
2015-17 Base Level	5,875,988	2,394,145	8,270,133
Increase (Decrease)	$1,218,719	$58,030	$1,276,749

Attached as an appendix is a detailed comparison of the executive budget to the agency's base level appropriations.

Executive Budget Highlights

	General Fund	Other Funds	Total
1. Provides funding for state employee salary and benefit increases, of which $185,802 relates to performance increases, $64,775 is for market equity adjustments, $129,536 is for health insurance increases, and $19,086 is for retirement contribution increases	$364,245	$34,954	$399,199
2. Provides targeted market equity adjustments	$181,121	$0	$181,121
3. Increases state aid to libraries to provide a total of $2,133,000 from the general fund	$366,500	$0	$366,500
4. Adds **one-time funding** for library repair and maintenance grants	$250,000	$0	$250,000

Other Sections in Bill

State aid to public libraries - Section 12 provides that of the $2,133,000 provided for aid to public libraries, no more tha one-half is to be spent during the first year of the biennium.

State library operating fund - Section 20 establishes a state library fund. Funds received for book replacement, cataloging services, and other miscellaneous library services are to be deposited in the fund and may be spent pursuant to legislative appropriation.

Continuing Appropriations

There are no continuing appropriations for this agency.

Significant Audit Findings

There were no significant audit findings for the State Library.

Major Related Legislation

House Bill No. 1053 - Centralized Desktop Support Services - Requires all state agencies to obtain centralized desktop support services from the Information Technology Department, except the legislative and judicial branches and other large state agencies, based on the results of a hardware relocation and consolidation study.

Senate Bill No. 2091 - North Dakota Library Coordinating Council - Relates to the membership of the North Dakota Library Coordinating Council.

State Library - Budget No. 250
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation			
	FTE Positions	General Fund	Other Funds	Total
2015-17 Biennium Base Level	29.75	$5,875,988	$2,394,145	$8,270,133
2015-17 Ongoing Funding Changes				
Base payroll changes		$56,853	$23,076	$79,929
Salary increase - Performance		169,729	16,073	185,802
Salary increase - Market equity		58,750	6,025	64,775
Retirement contribution increase		17,435	1,651	19,086
Health insurance increase		118,331	11,205	129,536
Salary increase - Targeted equity		181,121		181,121
Increases funding for state aid to libraries		366,500		366,500
Total ongoing funding changes	0.00	$968,719	$58,030	$1,026,749
One-time funding items				
Adds funding for library repair grants		$250,000		$250,000
Total one-time funding changes	0.00	$250,000	$0	$250,000
Total Changes to Base Level Funding	0.00	$1,218,719	$58,030	$1,276,749
2015-17 Total Funding	29.75	$7,094,707	$2,452,175	$9,546,882

Other Sections in Senate Bill No. 2013

	Executive Budget Recommendation
State aid to public libraries	Section 12 provides that of the $2,133,000 provided for aid to public libraries, no more than one-half is to be spent during the first year of the biennium.
State Library operating fund	Section 20 establishes a State Library fund. Funds received for book replacement, cataloging services, and other miscellaneous library services are to be deposited in the fund and may be spent pursuant to legislative appropriation.

Prepared by the North Dakota Legislative Council staff for Senate Appropriations
January 12, 2015

Department 253 - North Dakota Vision Services - School for the Blind
Senate Bill No. 2013

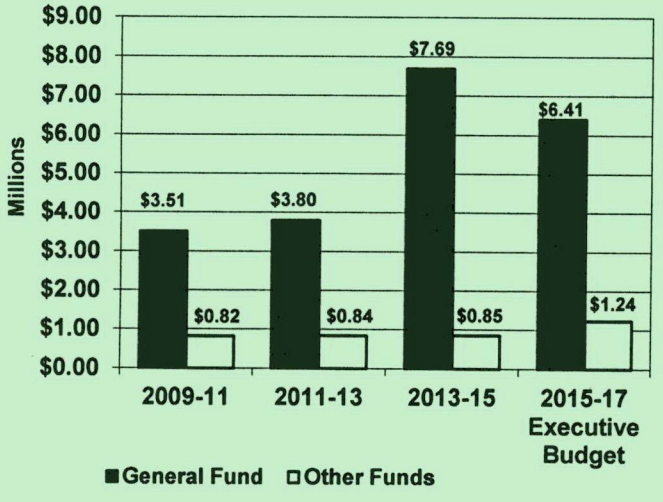
Executive Budget Comparison to Prior Biennium Appropriations

	FTE Positions	General Fund	Other Funds	Total
2015-17 Executive Budget	30.00	$6,408,593	$1,236,823	$7,645,416
2013-15 Legislative Appropriations	30.00	7,694,093	853,756	8,547,849
Increase (Decrease)	0.00	($1,285,500)	$383,067	($902,433)

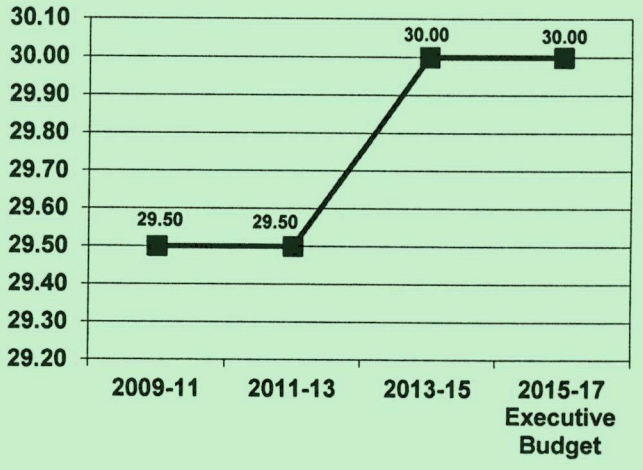
Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2015-17 Executive Budget	$5,408,593	$1,000,000	$6,408,593
2013-15 Legislative Appropriations	4,501,593	3,192,500	7,694,093
Increase (Decrease)	$907,000	($2,192,500)	($1,285,500)

Agency Funding



FTE Positions



Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2015-17 Executive Budget	$6,408,593	$1,236,823	$7,645,416
2015-17 Base Level	4,501,586	743,427	5,245,013
Increase (Decrease)	$1,907,007	$493,396	$2,400,403

Attached as an appendix is a detailed comparison of the executive budget to the agency's base level appropriations.

Executive Budget Highlights

	General Fund	Other Funds	Total
1. Provides funding for state employee salary and benefit increases, of which $111,041 relates to performance increases, $58,241 is for market equity adjustments, $138,170 is for health insurance increases, and $22,315 is for retirement contribution increases	$281,625	$48,142	$329,767
2. Provides targeted market equity adjustments	$215,939	$0	$215,939
3. Increases funding to convert an existing vision assistant position to an orientation and mobility specialist position serving the western part of the state, including salaries and wages ($27,960) and operating expenses ($22,000)	$49,960	$0	$49,960
4. Increases funding for operating expenses	$107,200	$0	$107,200
5. Adds funding for operating expenses related to an annual one-day low-vision clinic in public schools	$5,000	$0	$5,000

6. Increases funding for extraordinary repairs to provide a total of $49,454 from the general fund	$14,097	($7)	$14,090
7. Adds **one-time funding** for information technology equipment over $5,000 ($13,500) and operating expenses ($2,500) to install a server and wireless access points	$0	$16,000	$16,000
8. Adds **one-time funding** for equipment less than $5,000 including lawn mower/tractor sweep attachment, wall unit air conditioners, floor cleaners, vacuums, washer, dryer, and refrigerator	$0	$21,000	$21,000
9. Adds **one-time funding** for special assessment payoff	$0	$19,000	$19,000
10. Adds **one-time funding** for building improvements identified in the master facility plan	$1,000,000	$590,000	$1,590,000

Other Sections in Bill

Subscription and Braille fees - Section 14 provides that money collected for subscription fees or Braille fees must be deposited in the North Dakota Vision Services - School for the Blind operating fund and is subject to appropriation by the Legislative Assembly.

Continuing Appropriations

Visual aid and appliance fund - North Dakota Century Code Section 25-06-10 - A revolving fund for adaptive aids for those who are blind and visually impaired.

Significant Audit Findings

There are no significant audit findings for this agency.

Major Related Legislation

At this time, no major legislation has been introduced affecting this agency.

North Dakota Vision Services - School for the Blind - Budget No. 253
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation			
	FTE Positions	General Fund	Other Funds	Total
2015-17 Biennium Base Level	30.00	$4,501,586	$743,427	$5,245,013
2015-17 Ongoing Funding Changes				
Base payroll changes		$233,186	($200,739)	$32,447
Salary increase - Performance		96,308	14,733	111,041
Salary increase - Market equity		46,126	12,115	58,241
Retirement contribution increase		19,354	2,961	22,315
Health insurance increase		119,837	18,333	138,170
Salary increase - Targeted equity		215,939		215,939
Increases funding for extraordinary repairs		14,097	(7)	14,090
Increases funding for operating expenses		107,200		107,200
Increases funding for position reclassification		49,960		49,960
Adds funding for annual one-day low-vision clinic in public schools		5,000		5,000
Total ongoing funding changes	0.00	$907,007	($152,604)	$754,403
One-time funding items				
Add funding for a server and access points			$16,000	$16,000
Adds funding for special assessment payoff			19,000	19,000
Adds funding for building improvements		1,000,000	590,000	1,590,000
Adds funding for equipment less than $5,000			21,000	21,000
Total one-time funding changes	0.00	$1,000,000	$646,000	$1,646,000
Total Changes to Base Level Funding	0.00	$1,907,007	$493,396	$2,400,403
2015-17 Total Funding	30.00	$6,408,593	$1,236,823	$7,645,416

Other Sections in Senate Bill No. 2013

	Executive Budget Recommendation
Subscription and Braille fees	Section 14 provides that money collected for subscription fees or Braille fees must be deposited in the North Dakota Vision Services - School for the Blind operating fund and is subject to appropriation by the Legislative Assembly.

Prepared by the North Dakota Legislative Council staff for Senate Appropriations
January 12, 2015

Department 252 - School for the Deaf
Senate Bill No. 2013

Executive Budget Comparison to Prior Biennium Appropriations

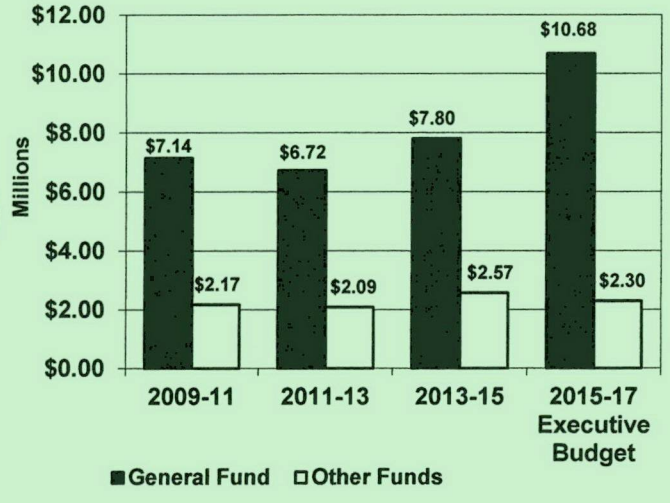
	FTE Positions	General Fund	Other Funds	Total
2015-17 Executive Budget	45.61	$10,676,619	$2,298,031	$12,974,650
2013-15 Legislative Appropriations[1]	44.61	7,799,379	2,571,187	10,370,566
Increase (Decrease)	1.00	$2,877,240	($273,156)	$2,604,084

[1]The 2013-15 appropriation amounts do not include the general fund carryover authority totaling $76,148 continued from the 2011-13 biennium to the 2013-15 biennium for higher education interpreter grants.

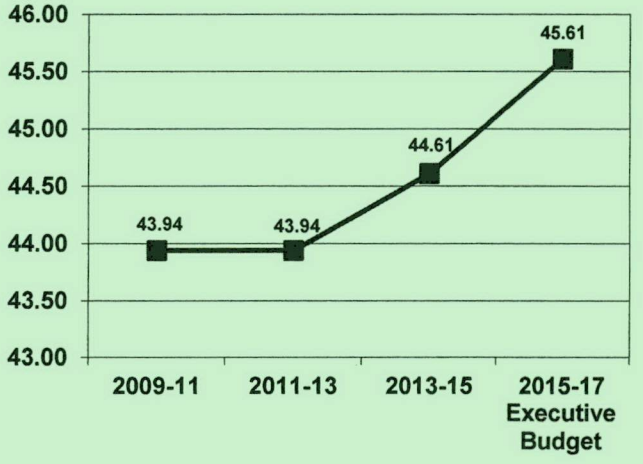
Ongoing and One-Time General Fund Appropriations

	Ongoing General Fund Appropriation	One-Time General Fund Appropriation	Total General Fund Appropriation
2015-17 Executive Budget	$9,626,619	$1,050,000	$10,676,619
2013-15 Legislative Appropriations	7,799,379	0	7,799,379
Increase (Decrease)	$1,827,240	$1,050,000	$2,877,240

Agency Funding



FTE Positions



Executive Budget Comparison to Base Level

	General Fund	Other Funds	Total
2015-17 Executive Budget	$10,676,619	$2,298,031	$12,974,650
2015-17 Base Level	7,799,379	1,568,928	9,368,307
Increase (Decrease)	$2,877,240	$729,103	$3,606,343

Attached as an appendix is a detailed comparison of the executive budget to the agency's base level appropriations.

Executive Budget Highlights

	General Fund	Other Funds	Total
1. Provides funding for state employee salary and benefit increases, of which $200,170 relates to performance increases, $84,144 is for market equity adjustments, $228,845 is for health insurance increases, and $34,807 is for retirement contribution increases	$526,274	$21,692	$547,966
2. Provides targeted market equity adjustments	$285,458	$0	$285,458
3. Adds 1 FTE adult services position for the western part of the state	$129,600	$0	$129,600
4. Increases funding for operating expenses	$50,306	$89,196	$139,502
5. Adjusts funding for operating expenses from special funds to the general fund	$500,000	($500,000)	$0

6. Increases funding for extraordinary repairs to provide a total of $192,174 from the general fund as follows:	$65,912	$0	$65,912

Activities building repairs	$20,174
Parking lot and lighting repairs	64,000
Dining room flooring and ceiling	30,000
Kitchen coolers	46,000
Asbestos testing and abatement	32,000
Total	$192,174

7. Increases funding for equipment over $5,000 to provide a total of $75,000 from special funds for a lawn tractor ($15,000) and a skid steer tractor ($60,000)	$0	$52,500	$52,500
8. Removes 2013-15 biennium funding for information technology equipment over $5,000	$0	($43,000)	($43,000)
9. Provides **one-time funding** for boiler replacement and Smith Building projects	$0	$600,000	$600,000
10. Provides **one-time funding** for Smith Building renovations (Phase 1 of 3)	$1,050,000	$600,000	$1,650,000

Other Sections in Bill

Higher education interpreter grant program - Section 15 provides that $200,000 from the general fund included in the grants line item of the School for the Deaf is for the continuation of the grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired for the 2015-17 biennium. Funding appropriated for this program is not subject to North Dakota Century Code Section 54-44.1-11. In addition, the section requires the School for the Deaf develop a formula for distribution of the funds based on a uniform hourly reimbursement and may not distribute more than 50 percent of the amount appropriated during the first year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf is to provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.

Continuing Appropriations

There are no continuing appropriations for this agency.

Significant Audit Findings

There are no significant audit findings for this agency.

Major Related Legislation

House Bill No. 1053 - Centralized Desktop Support Services - Requires all state agencies to obtain centralized desktop support services from the Information Technology Department, except the legislative and judicial branches and other large state agencies, based on the results of a hardware relocation and consolidation study.

School for the Deaf - Budget No. 252
Senate Bill No. 2013
Base Level Funding Changes

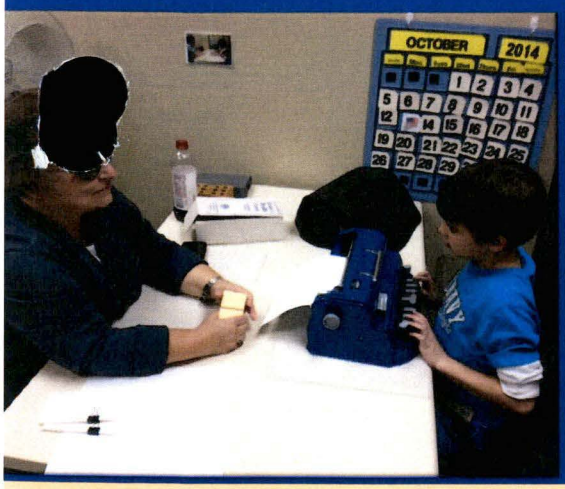
	Executive Budget Recommendation			
	FTE Positions	General Fund	Other Funds	Total
2015-17 Biennium Base Level	44.61	$7,799,379	$1,568,928	$9,368,307
2015-17 Ongoing Funding Changes				
Base payroll changes		$269,690	($91,285)	$178,405
Salary increase - Performance		192,479	7,691	200,170
Salary increase - Market equity		80,273	3,871	84,144
Retirement contribution increase		33,470	1,337	34,807
Health insurance increase		220,052	8,793	228,845
Salary increase - Targeted equity		285,458		285,458
Increases funding for extraordinary repairs		65,912		65,912
Increases funding for equipment over $5,000			52,500	52,500
Removes IT equipment over $5,000			(43,000)	(43,000)
Operating expense changes		50,306	89,196	139,502
Adds 1 FTE adult services position	1.00	129,600		129,600
Increases funding from the general fund for operating expenses		500,000	(500,000)	0
Total ongoing funding changes	1.00	$1,827,240	($470,897)	$1,356,343
One-time funding items				
Adds funding for boiler replacement and Smith Building projects			$600,000	$600,000
Adds funding for Smith Building renovations (Phase 1 of 3)		1,050,000	600,000	1,650,000
Total one-time funding changes	0.00	$1,050,000	$1,200,000	$2,250,000
Total Changes to Base Level Funding	1.00	$2,877,240	$729,103	$3,606,343
2015-17 Total Funding	45.61	$10,676,619	$2,298,031	$12,974,650

Other Sections in Senate Bill No. 2013

	Executive Budget Recommendation
Higher education interpreter grant program	Section 15 provides that $200,000 from the general fund included in the grants line item of the School for the Deaf is for the continuation of the grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired for the 2015-17 biennium. Funding appropriated for this program is not subject to North Dakota Century Code Section 54-44.1-11. In addition, the section requires the School for the Deaf develop a formula for distribution of the funds based on a uniform hourly reimbursement and may not distribute more than 50 percent of the amount appropriated during the first year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf is to provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.

NDVS/SB

Testimony to the Senate Appropriations Committee Senate Bill #2013



North Dakota Vision Services/ School for the Blind

A Division of the Department of Public Instruction

500 Stanford Rd • Grand Forks, ND 58203
www.ndvisionservices.com

January 12, 2015

Table of Contents

Testimony – Paul Olson 1

Client Services Data 5

Persons Served by Region 6

2013-2015 Appropriation and Status on One-Time Funding Items 7

2015-2017 Budget Request 8

Optional Requests 9

Conclusion 11

Appendix A – Historical Time Table A-1

Appendix B – Construction Update B-1

Appendix C – Phase 2 - Buildings & Grounds Master Plan C-1

Appendix D – North Dakota Association of the Blind (NDAB) Letter D-1

Appendix E – Parent Letter E-1

Appendix F – 2014-2015 NDVS/SB Short Term Programs F-1

Student learning daily living skills

Students learning orientation & mobility skills by play the game Treks

Testimony – Paul Olson

Chairman Ray Holmberg and Members of the Senate Appropriations Committee:

My name is Paul Olson I am the current superintendent of North Dakota Vision Services/School for the Blind (NDVS/SB). Tami Purcell, Business Manager and I will provide testimony relative to Senate Bill #2013.

It is a pleasure to speak before you today and share an historical perspective plus the mission and vision of NDVS/SB.

Mission of NDVS/SB: To function as a statewide comprehensive resource working cooperatively with related agencies in providing a full range of services to persons of all ages who are blind or visually impaired, including those with additional disabilities.

Vision of NDVS/SB: To inspire hope and the desire to achieve in our students as we strive to be leaders in the field of visual impairment.

Historical Perceptive

- Listed in the time table in Appendix A
- We are most appreciative of the support NDVS/SB received in the 2013-2015 biennium to fund the renovation of the west wing of the building and addition of an elevator in our south wing which greatly enhanced accessibility for our students. We would also like to thank governor's office for including funding in the 2015-17 Executive Budget for a more accessible entrance at NDVS/SB and modest renovation of the 2nd floor of our south wing.

Programming and Services

NDVS/SB provides services through a model that is absolutely unique in the United States. No other school for the blind provides a combination of outreach and short-term programs for students. Furthermore, no other school or agency in the United States attempts to provide the full range of services to all ages. **NDVS/SB is both a school and a rehabilitation agency.**

Outreach – Birth through High School

Six regionally based teachers of the visually impaired travel to homes and local schools on a daily basis to provide assessment, consultation and instruction. A major focus of outreach is providing emotional support and guidance for families.

Center Base - Short Term Programs for K-12

NDVS/SB offers individual and small group instruction in Grand Forks. This one-on-one instruction provides each student with school days filled primarily with specialized learning. There is a powerful element of self-awareness and confidence when peers share similar experiences unique to the world of visual

impairment. The friendships and support that develops among students is priceless.

Adult Services
Three Rehabilitation Vision Specialists provide outreach services regionally throughout the state. These professionals will do home visits to assess the needs of the adult client, provide instruction and refer the client for center-based instruction. Individuals with visual impairments experience varying degrees of need for professional services depending upon age, lifestyle, community characteristics and their own unique visual functioning

Six weeks of center-based training weeks are spread throughout the calendar each year to provide intensive one on one instruction to help individuals regain and maintain their independence.

The Vision Resource Center (VRC)

The VRC is a library and much more. Many specialized materials are distributed to individuals and schools statewide. Some of the materials available include: books in Braille, large print, audio books, descriptive videos and educational kits.

Collaboration

NDVS/SB works hand-in-hand with medical providers, eye doctors, infant development programs, public schools, the American Printing House for the Blind, the ND State Library, the Department of Vocational Rehabilitation and the Interagency Project for Assistive Technology to name a few partner organizations.

Targeted Instruction in the Expanded Core Curriculum

- Expanded core curriculum is provided in the following areas:
  - *Daily Living Skills* (May include dressing, grooming, food preparation, social graces, housekeeping, and clothing care)
  - *Braille* (Includes instruction in reading and writing braille, and braille music)
  - *Orientation and Mobility* (Consists of instruction in the white cane, public transportation, telescopic aids, street crossings, and stairway negotiation)
  - *Assistive Technology* (Access to the computer using large print, braille, or synthetic speech output, and use of the closed circuit television and other devices)
  - *Career Education* (Includes interviewing skills, work attitudes, information about colleges, job shadowing, and job exploration)
  - *Recreation/Leisure* (Includes team games, athletics and other leisure activities that focus on the development of life-long skills)
  - *Social Interaction Skills* (Includes learning ways to relate to others and to examine their own personal development)
  - *Visual Efficiency Skills* (Includes learning techniques to use their existing vision with proper modification and aids)

- *Self-Determination* (Includes learning to advocate for themselves)
  *One unit of credit is earned by the student for 120 contact hours becoming part of their local high school transcript

- See NDVS/SB brochure

National Involvement:

Deb Johnsen and Candy Lien (Teachers of the Visually Impaired) attended the "Getting In-Touch with Literacy" conference. This conference further pointed toward the need for better outcome measurements for VI students and increased efforts to use standardized, evidence-based assessment tools.

Tracy Wicken (Technology Instructor) and Lori Mattick (Teacher of the Visually Impaired) attended the Technology Forum at the Perkins School for the Blind in April 2014

Linda Kraft (Teacher of the Visually Impaired) selected as an American Printing House of the Blind (APH) Fellow and traveled to the annual meeting in Louisville Kentucky compliments of APH.

Major Accomplishments

Major renovation of west wing was completed—fall 2014. The west wing houses Community High School which is an alternative program under Grand Forks Public Schools. Students were in classrooms by September 2nd—meeting a very tight timeframe. The NDVS/SB elevator component of the project was completed by September 30th. Updating of HVAC and electronic temperature control in other parts of the building were also completed.

Significant steps have been taken to better measure learning outcomes for students who attend short-term programming. Dr. Tessa McCarthy, Ph.D. (North Carolina Central University) continues to work with NDVS/SB to develop tools to assist in measuring student outcomes and program evaluation. She visited in August 2014 and continues to work with our Visions Strategic Planning Team to improve outcome measurements.

Ongoing strategic planning between NDVS/SB and North Dakota Vocational Rehabilitation with an emphasis on assisting transition age students be ready for college and/or career. Enhancing transition services leading to employment is a priority for the future.

The annual Family Weekend was held in Bismarck in 2014 with 17 families attending. This was a very successful event and the largest one to date. The North Dakota School for the Blind Foundation continues to support this valuable yearly event.

Recruitment of several professional staff in key positions: Regional Coordinator in the Minot/Williston region, Orientation & Mobility Specialist, Teacher of the Visually Impaired in Grand Forks and Vision Resource Center Librarian.

The NDVS/SB website was enhanced with the addition of The Store catalog. The items included in this online catalog make acquisition of special aids and equipment much easier and convenient for blind consumers.

NDVS/SB Adult Training program was featured in the Grand Forks Herald. The story of a local man who lost his vision completely within the past year was detailed. This media coverage is very beneficial in increasing overall public awareness of adult services.

Early Head Start Program under supervision of Mayville State University began operation September 8, 2014—leasing space on the 2nd floor of NDVS/SB south wing. This program aids young parents in Grand Forks and is a nice fit with the future of NDVS/SB.

New office space was selected and developed for NDVS/SB staff in Fargo in conjunction with staff from ND School for the Deaf. Collaboration and sharing of resources among staff is greatly enhanced.

Full accreditation through National Accreditation Council for Blind and Low Vision Services continues through 2017.

Agency Future Critical Issues

- Implementing Facility Master Plan to ensure long-term viability and accessibility of the building.
- Re-evaluation of the Long-term Strategic Plan to proactively prepare for future demands.
- More collaboration with other agencies and focus on assisting individuals to access appropriate training leading to employment is necessary. Unemployment rates for people with visual impairment continues to be extremely high.
- There is a significant need for improved, formal low vision evaluation for students in North Dakota given the rural nature of the state and the lack of eye care specialist specializing in low vision care.
- Recruitment of qualified staff and personnel throughout the state to meet the unique needs of students and adults with visual impairment will continue to be a major concern due to retirements and limited number of university programs that train professionals.
- On-going professional development to meet an increasing need to teach assistive technology to people of all ages.

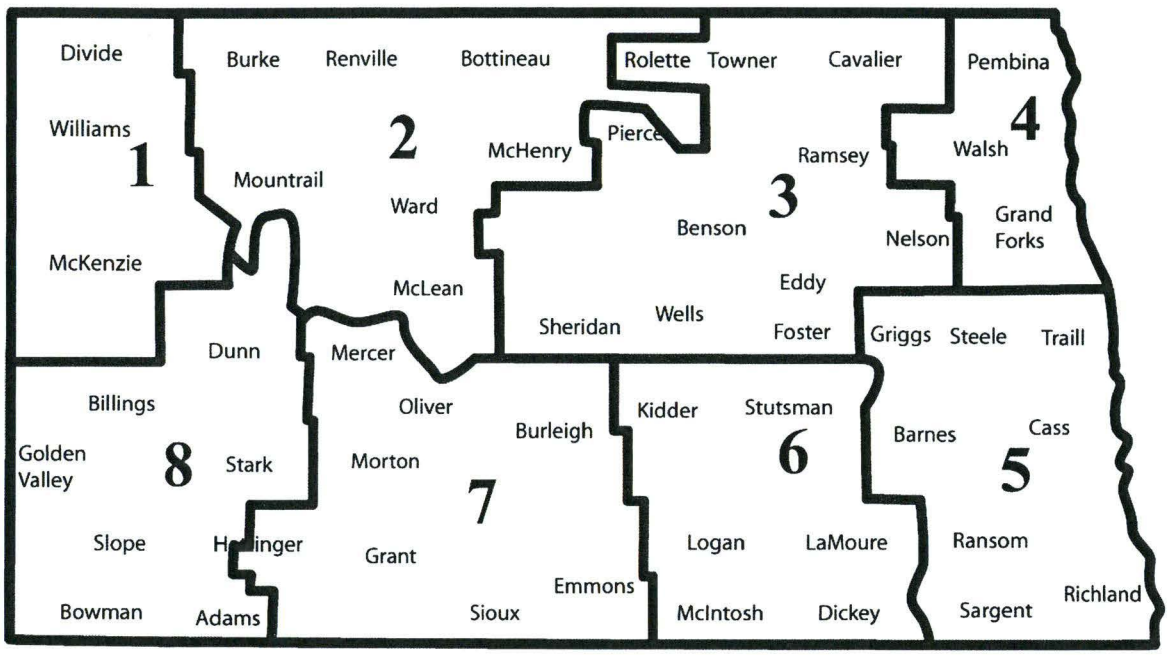
From the **Grand Forks Herald**: N.D. School for Blind in Grand Forks teach adults to cope with vision loss.

Client Services Data

Services Provided	2011-2013 Biennium	7/1/2013-6/30/2014 Annual
Clients Served (Unduplicated):		
Infants/Students	307	228
Adults	206	125
Total	513	353
Vision Resource Center:		
Items Circulated	33,764	16,893
New Loans	2,777	980
Talking Book Machines (quarterly)	1,776	1,383
"Reaching Out" Newsletter (circulated quarterly)	1,394	425
APH Federal Registry	275	339
Store Sales (Invoices)	511	224
Braille Access Center (pages)	17,014	5,492
Short-term Center Based Programs (Persons Served):		
Short Term Programming	149	85
Adult Week	63	31
Summer Camps	43	14
Evaluations, Consultations and Instructions (Services Provided):		
Consultations	1,669	920
Evaluations	330	160
Instruction	9,366	4,859
In-Service Training (Attendees)	1,732	912

Adult Services	2011-2013 Biennium	7/1/2013-6/30/2014 Annual
Total Adults Served	206	125
Adult Evaluations, Consultations and Instructions (Services Provided):		
Consultations	625	408
Evaluations	41	4
Instruction	2,246	1,039
Adults Served at Center Base	92	46

Persons Served By Region
July 1, 2013 to June 30, 2014



Region 1 - Williston
Infants/Students: 9
Adults: 6
Total: 15

Region 2 - Minot
Infants/Students: 34
Adults: 14
Total: 48

Region 3 - Devils Lake
Infants/Students: 20
Adults: 5
Total: 25

Region 4 - Grand Forks
Infants/Students: 32
Adults: 37
Total: 69

Relocated/Out of State
Infants/Students: 5
Adults: 3
Total: 8

Region 5 - Fargo
Infants/Students: 50
Adults: 25
Total: 75

Region 6 - Jamestown
Infants/Students: 29
Adults: 15
Total: 44

Region 7 - Bismarck
Infants/Students: 29
Adults: 17
Total: 46

Region 8 - Dickinson
Infants/Students: 20
Adults: 3
Total: 23

Totals
Infants/Students: 228
Adults: 125
Persons: 353

2013-2015 Appropriation and Status on One-Time Funding Items

	Original Appropriation	Current Appropriation	Expenditures as of 11/30/2014	Remaining Appropriation
Expenditures by Line Item				
25310 Salaries and Wages	4,415,180.00	4,415,180.00	2,798,055.91	1,617,124.09
25312 Accrued Leave Payments	87,463.00	87,463.00	19,375.74	68,087.26
25330 Operating Expenses	720,806.00	720,806.00	451,913.95	268,892.05
25350 Capital Improvements	3,324,400.00	3,324,400.00	3,069,042.50	255,357.50
Total Expenditures	**$8,547,849.00**	**$8,547,849.00**	**$6,338,388.10**	**$2,209,460.90**
Expenditures by Funding Source				
General Funds	7,694,093.00	7,694,093.00	5,879,877.14	1,814,215.86
Special Funds	853,756.00	853,756.00	458,510.96	395,245.04
Total Expenditures by Source	**$8,547,849.00**	**$8,547,849.00**	**$6,338,388.10**	**$2,209,460.90**

Time Spending Items:

Technology Equipment	$ 20,000.00	Partially Purchased 12/2014
West Wing Renovation & Elevator - South Wing	$ 3,192,500.00	Substantially Completed 11/2014
Extraordinary Repairs	$ 90,129.00	To be completed Spring 2015

2015-2017 Budget Request

Line Item	Expenditures 2011-2013	Appropriation 2013-2015	Base Budget Request 2015-17	Optional Budget Request 2015-17	Executive Recommendation
Salaries & Wages	$ 3,592,867.00	$ 4,502,643.00	$ 4,535,090.00	$ 136,069.00	$ 5,108,756.00
Operating	$ 712,126.00	$ 20,806.00	$ 709,506.00	$ 157,740.00	$ 864,706.00
Capital Assets	$ 59,739.00	$ 3,324,400.00	$ 62,954.00	$ 1,609,000.00	$ 1,671,954.00
Total	**$ 4,364,732.00**	**$ 8,547,849.00**	**$ 5,307,550.00**	**$ 1,902,809.00**	**$ 7,645,416.00**
Funding Sources:					
General	$ 3,797,127.00	$ 7,694,093.00	$ 4,748,870.00	$ 1,562,809.00	$ 6,408,593.00
Special	$ 567,605.00	$ 53,756.00	$ 558,680.00	$ 340,000.00	$ 1,236,823.00
Total	**$ 4,364,732.00**	**$ 8,547,849.00**	**$ 5,307,550.00**	**$ 1,902,809.00**	**$ 7,645,416.00**
FTE	29.50	30.00	30.00	1.00	30.00

2015-17 Base Budget:

Salary line item includes teachers placed on the 2015-17 Composite Salary Schedule developed by HRMS.

The Operating base budget = 13% of the total budget

The base Capital Asset budget includes:

Base Budget Ext	$ 49,454.00
Repairs	-
HP ProLiant ML Server	$ 13,500.00
Total Base Capital Assets	$ 62,954.00

The two primary sources of Special Fund revenue are rental income and land department income.

Estimated 07/01/2015 Carryover of $459,314 plus $977,394 Special Fund Income = $1,436,708.
NDVS is projecting to expend $898,690 Special Funds during 2015-17.
Executive Recommendation = 06/30/2017 Balance of $238,000

Optional Requests

Priority	Optional Packages	Request	Executive Recommendation	Funding Source	One Time/ Ongoing
1	Increase Operating	107,200.00	107,200.00	General	Ongoing
2	Special Assessments	19,000.00	19,000.00	Special	One Time
3	Position - Western ND & Operating	160,609.00	49,960.00	General	Ongoing
4	Phase 2 Blg & Grounds Masterplan	1,590,000.00	1,590,000.00	Gen/Special	One Time
5	Low Vision Clinic	5,000.00	5,000.00	General	Ongoing
6	Operating - Equipment	21,000.00	21,000.00	Special	One Time
	Total	$ 1,902,809.00	$ 1,792,160.00		

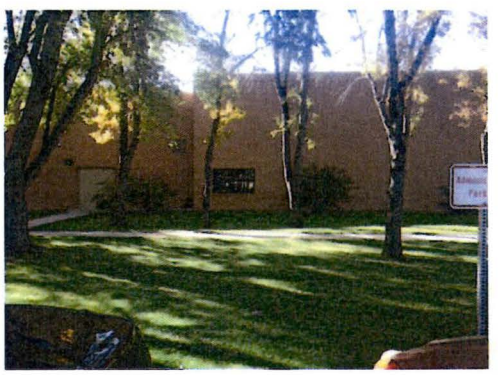
1. Operating Request. Current operating budget has no excess. This request includes: AVI maintenance (Polycom) $3,300, costs related to per diem increases and State Fleet mileage increases $29,500, utility increases $31,000(+23%), rent increases for satellite offices in Bismarck, Jamestown, Fargo and Minot $5,400, ITD increases for data charges $10,000, maintenance supplies $3,000, professional consultation to update strategic plan $3,000 and to purchase instructional equipment $22,000. **Included in the Executive Recommendation**

2. Special Assessments. Request is to pay off special assessments assessed by Grand Forks for a Stanford Road street project completed in 2013. **Included in Executive Budget**

3. Originally NDVS requested an additional FTE to serve western ND. The Executive Budget reclassified an existing vacant position from a Vision Assistant to an Orientation and Mobility Specialist (para professional position to professional position). NDVS will continue to evaluate our programs and will creatively find an alternative plan for the Vision Assistant position. **NDVS concurs with the Executive recommendation to reclassify the vacant position. The amount included is $27,000 salary and $22,000 operating for a total = $49,960.**

4.

Current entrance of NDVS/SB is obscure and difficult to locate.



Proposed location for new entrance is more accessible.

North Dakota Vision Services/School for the Blind
Project Cost Estimates

Estimated Construction Costs		
A	First floor, entry and HVAC renovations	$520,000
B	Hazardous material (asbestos) removal	$85,000
C	Second floor renewal and renovation	$530,000
D	Repair and upgrade site lighting	$20,000
E	Replace original load center in Garage/Shop/Steam House	$20,000
F	Replace original Garage/Shop lighting and electrical devices	$60,000
	Total Estimated Project Costs	**$1,235,000**
Other Project Costs		
G	Construction Contingency	$120,000
H	Architecture & Engineering fees and expenses	$115,000
I	Inflation to 2016 construction (see note 1)	$120,000
	Total Estimated Other Project Costs	**$355,000**
	Total Estimated Project Cost	**$1,590,000**

Note: Construction cost estimates represent 2014 dollars. Adjustments should be made for inflation if projects are implemented in subsequent years.

The original request was to fund the project $1,290,000 GF and $300,000 Special Fund. Executive Budget funds the project $1,000,000 GF and $590,000 Special Fund. NDVS/SB concurs with this change.

5. Low Vision Clinic. North Dakota lacks a system for adequately assessing the needs of students with low vision. A partnership between NDVS/SB, the NDSB Foundation, and regional optometrists is proposed to provide an annual, one day clinic to assess students and provide appropriate low vision interventions and optical aids. The $5000 appropriation would cover professional fees for optometrists, travels costs, possible space rental, etc. The clinic will be conducted at NDVS/SB in 2015 and in Bismarck in 2016. The approach is based on a model piloted in Minnesota which has proven to be both cost effective and positive for student educational outcomes. **Included in Executive Budget.**

6. Maintenance/Building Equipment. During the current biennium, our operating expenses are at budget with no excess. Therefore, we are not able to purchase any additional items. This request includes: sweeper attachment for lawnmower/tractor $4,000, replacement of 3 air conditioners $9,000, washer/dryer $2,500, refrigerator $3,000, floor cleaners and vacuums $2,500. **Included in Executive Budget.**

Conclusion

NDVS/SB is a small state agency with a growing mission. Our mission is to continue as a statewide resource and provide full range of services to persons of all ages who are blind or visually impaired. This range of services has expanded in recent years to include intensive instruction in assistive technology for both children and adults. Both the number of people needing this service has increased as well as the level of expertise needed to adequately provide training. We also plan on increased attention in helping transition age students become as ready as possible for college or career. These are challenging yet exciting new demands that we are eager to meet head on.

The resources available to provide these wide ranging services have historically been appropriate to meet the needs as the mission of NDVS/SB has expanded. It is our long-standing tradition to work as efficiently and economically as possible in providing both outreach and short-term programming. Emphasis on efficiency and effectiveness will continue as we go into the coming biennium and beyond.

A challenge for NDVS/SB is recruiting and retaining both contracted (teachers) employees and classified employees. During the current biennium, we are experiencing a 22% turnover with a market lag over 11% for classified employees. NDVS/SB supports the Executive decision to include target equity compensation for the 2015-17 compensation package. We thank you for addressing teacher compensation over the last several years that has enabled NDVS/SB to compete with other education units within North Dakota.

It is our request that the Senate Appropriation Committee support the Executive Budget and recommend that this bill crosses over to the House Committee on Education and Environment.

Thank you members of the North Dakota legislature for your ongoing support for North Dakota citizens with visual impairment.

Fall Fun with Elementary Students

Student learns to use vision efficiently

Historical Time Table

North Dakota Vision Services/School for the Blind has followed an interesting path to the dynamic outreach/center-based programming format followed today. Below are some highlights:

1908 North Dakota School for the Blind opens in Bathgate with 25 residential students

1961 Modern facility opens, with relocation to Grand Forks

1967 NDSB Band performs at the Multi-District Lions Convention in Regina, Saskatchewan; they end their visit with a "Command Performance" for Princess Alexandra, cousin of the Queen

1980 NDSB Pop Singers, accompanying themselves with electric guitars, bass, drums and keyboard, perform at the opening session of the Helen Keller Congress held in Boston on her 100th birthday

1991 NDSB becomes a division of the ND Department of Public Instruction

1994 State legislature changes programming focus to outreach model

1996 Major renovation converts former residence facility into instructional centers and offices

1997 State legislation enables operation of The Store to provide a convenient source of low-vision aids

1998 Major renovation converts former pool building to accommodate center-based programming needs

1999 Braille Access Center begins operation

2001 State legislature officially changes name to North Dakota Vision Services/School for the Blind

2001 Legislature clarifies mandate for NDVS/SB to serve persons of all ages

2008 Centennial Celebration of NDVS/SB

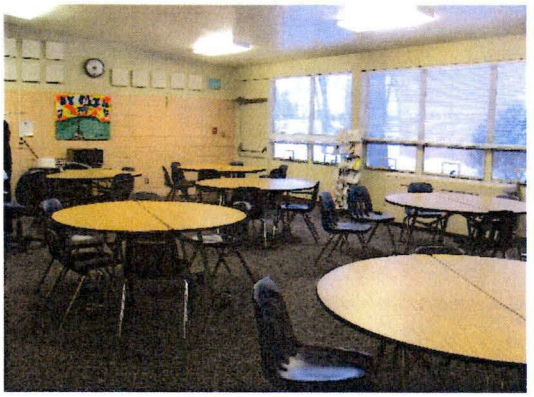
2012 Completed Buildings and Grounds Master Plan

2014 West Wing renovation and elevator installation in the South Wing

Construction Update

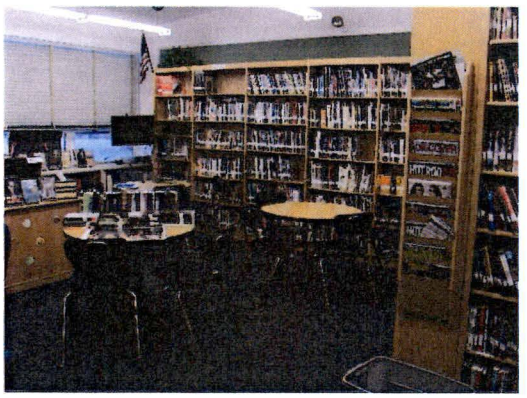
During 2014, NDVS embarked on a 3.2 million dollar renovation project to the West Wing and installation of an elevator to the South Wing. As of 10/01/2014, we are estimating to be under budget.

Before

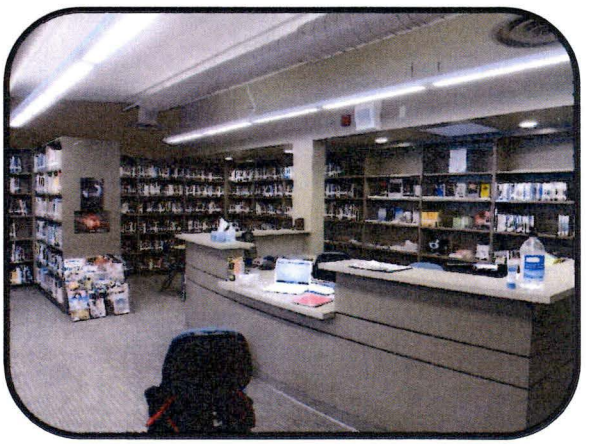


After

Before



After



Before

After

Elevator Installation

Phase 2 - Buildings and Grounds Master Plan

Please see the attached document

North Dakota Association of the Blind

July 2, 2014
DPI Superintendent Kirsten Baesler
State Capitol, Dept. 201
600 East Boulevard Ave.
Bismarck, ND 58505

Dear DPI Superintendent Baesler,

Enclosed in this letter is a resolution which addresses the upcoming biennial budget for North Dakota Vision Services/School for the Blind (NDVS/SB), administrated within the North Dakota Department of Public Instruction (DPI). This resolution was adopted unanimously by the members of North Dakota Association of the Blind at their recent Annual State Convention on Sunday, June 15th in Fargo.

About North Dakota Association of the Blind (NDAB): Our organization was chartered as a membership organization of North Dakotans who are blind and visually impaired in 1936. A majority of the members of our statewide organization are people who have sight loss. As an organization, we espouse no political party philosophy or affiliation whatsoever.

As our resolution states, it is our intent to advocate for an appropriation for resources that would include the specific additional programmatic services listed in our resolution for North Dakota Vision Services/School for the Blind during the upcoming 64th session of the North Dakota Legislature. It is our hope that you, in consultation with the Governor and his Office, the administrators in the Office of Management and Budget, and Paul Olson, Superintendent of North Dakota Vision Services/School for the Blind, would consent to adopt an appropriation that includes the specific expenditures listed for NDVS/SB, as we've proposed for the State budget which is presented for consideration by the North Dakota Legislative session that convenes in January 2015.

We are advocating for these resources because we well know that the services that we've listed are critically needed to help children and adults with sight loss obtain the specific blindness skills training they need to live more independent, productive and fulfilled lives.

Please know that we would very much welcome the opportunity to meet with you, state government administrators and/or legislative leaders to address the needed increased appropriation for the programmatic services that NDVS/SB offers to North Dakotans who are blind and visually impaired.

Your consideration of this request is sincerely appreciated! Thank you!

Allan Peterson, NDAB Legislative Liaison
Allan Peterson
C: North Dakota Governor Jack Dalrymple,
C: Ray Holmberg, Chair, North Dakota Senate Appropriations Committee
C: Paul Olson, Superintendent, North Dakota Vision Services/School for the Blind

North Dakota Association of the Blind

NDAB Resolution 2014-02:
Biennial Appropriation for North Dakota Vision Services / School for the Blind (NDVS/SB)

Whereas, an independent demographic study has projected that by the year 2015, a minimum of 14,335 citizens of the state will have experienced medical conditions that will have resulted in a significant loss of their sight, of this number 10,283 will fit the definition of persons with "low vision" and the remaining number in excess of 4,000 will fit the definition of persons that are "legally blind"; and,

Whereas, the loss of eyesight is a major life altering disability that requires specialized and specific rehabilitation skills training to help people of any age cope with this condition; and,

Whereas, North Dakota Vision Services / School for the Blind in Grand Forks has all the components of a comprehensive center based program, is recognized regionally and nationally, as a program that is of excellence and high quality which has the capability and capacity that allows it to serve people of all ages (i.e. it has both children and adult oriented training programs); and,

Whereas, children and adults with sight loss, who receive a regimen of specific, comprehensive, intensive center based blindness skills training, such as that which is available at NDVS/SB, are employable and are capable of functioning with a high degree of independence;

Now, therefore, be it resolved by the North Dakota Association of the Blind in Convention assembled on this date of Sunday, June 15th, 2014 at the Country Inn and Suites in Fargo, urge the Governor, in his budget to the Legislature, and the 64th North Dakota Legislative Assembly that convenes in January of 2015, maintain and increase funding for North Dakota Vision Services / School for the Blind in the state budget for the 2015 -2017 biennium so that the NDVS/SB appropriation will,

(1) Add one FTE to the NDVS/SB staff for the specific purpose of providing orientation and mobility instruction with the white cane for children and adults who are visually impaired that live in the western communities of our state and,

(2) Provide funding so that the needed improvements and repairs that have been identified can be made to the NDVS/SB facility in Grand Forks, and

(3) Add funding capacity to the NDVS/SB budget so that an annual "low vision" clinic can be conducted to assist K-12 children who have visual impairments, and

(4) Provide for a sufficient raise in NDVS/SB's appropriation that will enable them to meet the increased demands to educate and train people of all ages who are blind and have sight loss.

Jeremy & Amy Norby
10731 17th St. SW
Manning, ND 58642
December 8, 2014

Chairman Ray Holmberg and members of the Senate Appropriations Committee

North Dakota Vision Services / School for the Blind have done so much for our 11 year old daughter over the past 7 years. We live in a rural area in southwest North Dakota. Having a vision teacher come to our school at least twice a month has enabled our daughter to excel in the classroom.

Mrs. Verlinde has provided our daughter with tools to enhance her low vision. She has taught her braille along with strongly advocating to our school officials her need of an I-pad for the classroom to have her classroom books on & as a tool to hook into the smart board. Our daughter has loved this capability as she can see the smart board so much better for note taking along with being able to sit anywhere in the classroom. Mrs. Verlinde has also advocated the purchase of a limelighter for band which will allow our daughter to have her music enlarged in a way that she is still able to follow along with out so many pages of music. Our daughter is very light sensitive and standard florescent lights are too bright and further deplete her daughter's vision when she is around them. Mrs. Verlinde has been able to get the school to have larger print of our daughter's classroom material and for more appropriate lighting in the classroom.

Our daughter attends the Kids Week Program generally both in the fall and spring in Grand Forks. These weeks with the School For The Blind staff enables our daughter to enhance her daily living skills, mobility skills and career education skills while being with other low vision kids like herself. What I appreciate most from North Dakota Vision Services/ School for the Blind is that they are preparing our daughter for what she needs before we even realize she needs it. Having this wonderful team of teachers apart of our daughter's life has made her quality of life much better. She is equipped with the tools she needs to see and function to the best of her abilities.

Sincerely,

Jeremy & Amy Norby

2014-2015

NDVS/SB Short Term Programs

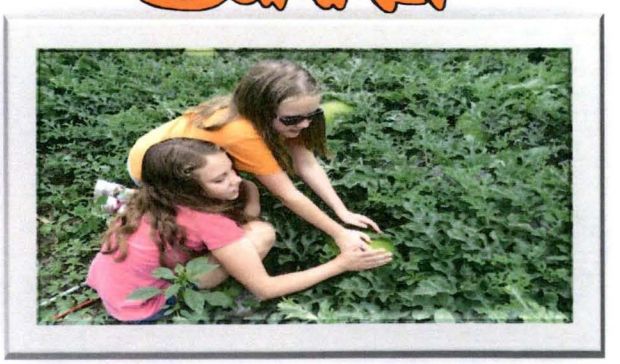
"The best thing about the future is that it comes only one day at a time." President Abraham Lincoln

2014

Sept. 2	SCHOOL BEGINS
Sept. 14-19	Adult STP
Sept. 19-20	JAM for grades 7-12
Sept. 24	All Staff
Sept. 25-26	CVI Conference at NDSB
Sept. 30	Book Share Training in Fargo
October 5-10	Elementary Literacy STP
Oct. 16-17	Visions Forum
Oct. 19-24	Kids STP
Nov: 2-7	Teen Week/Careers
Nov. 16-21	Elementary Literacy STP
Dec. 7-12	Adult STP
Dec. 17-18	All Staff Meetings

2015

January 11-16	Elementary Literacy STP
Feb. 1-6	Teen STP Feb. 7-Goal Ball Event
Feb. 16-20	Winter break
Mar. 1-6	Adult STP
Mar. 17-19	All Staff Meetings
Mar. 22-27	Elementary Literacy STP
April 10-11	Family Weekend
April 12-17	Teen STP
April 26-May 1	Kids STP
May 13-15 in GF	Dakotas Chapter AER
May 21-22	Preschool STP
May 26-28	All Staff Meetings
June 5	School ends
*June 7-19	Adult STP
*June 22-26	Teen Camp (M-F)
*Aug 3-7	Kids Camp (M-F)



***Subject to change**

North Dakota Vision Services/School for the Blind is a division of the
Department of Public Instruction,
Kirsten Baesler, State Superintendent
www.dpi.nd.gov

NDVS/SB does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

Foss
Architecture
&Interiors

Phase 2 Renovation Work

North Dakota Vision Services
School for the Blind

Grand Forks, ND

www.fossarch.com | 810 First Avenue North Fargo, ND 58102 | 1.888.236.1202

Table of Contents

Table of Contents 1

Background 3

Deferred Maintenance 4

Programmatic Needs 5

Phase 2 Scope of Work 6

Site Plan 7

First Floor Plan 8

Second Floor Plan 9

Project Cost Estimate 10

This page intentionally left blank.

Background

North Dakota Vision Services/School for the Blind contracted with Foss Architecture & Interiors, Ltd., of Fargo, ND, in March of 2012 to conduct a campus assessment of the existing site and structures to address need for deferred maintenance and programmatic needs, both immediate and long range. The resulting assessment information was intended to provide the School with support in making decisions for the improvement and expansion of facilities so as to work towards a long range vision for development.

Phase 1 of renovations resulting from the assessment was implemented in 2014 and included:

- Renovation of the west classroom wing for lease to Grand Forks Public Schools for their Community High School and Adult Education.
- Installation of an elevator in the two-story south wing.
- Installation of site drainage utilities
- Replacement of garage unit heaters and ventilation
- Gymnasium air-handling unit replacement
- Heating piping replacement in tunnels
- Replacement of temperature control system
- Replacement of primary and secondary electrical service

Proposed Phase 2 renovations are intended to address immediate programmatic needs of NDVS/School for the Blind along with remaining deferred maintenance issues not addressed in Phase 1 work. Phase 2 work will include:

- Selective remodeling of first floor spaces of NDVS/SB to create a new, identifiable entry and reception, along with improved conference room space and offices dislocated during Phase 1 renovations.
- Abatement of hazardous (asbestos containing) materials in the second floor of the NDVS/School for the Blind.
- Renovate the second floor of the NDVS/School for the Blind to improve worn and outdated finishes, and renovate toilet rooms to improve appearance and accessibility. Improve lighting, power and data, and include installation of a new Variable Volume Refrigerant (VRV) HVAC system to replace numerous individual Air-conditioning units to improve performance and efficiency.
- Install automatic fire protection in areas not currently sprinklered.
- Repair and upgrade site lighting.
- Replace shop and steam house electrical service, lighting and wiring devices.

Existing Site:

457,765 SF / 10.5 acres

Existing Building:

49,144 SF

Constructed:

School/Dormitory	1961
Gymnasium Add'n.	1976
Swimming Pool Add'n.	1978
Dormitory Conversion	1996
Pool Conversion	1998
West Wing Renovation	2014

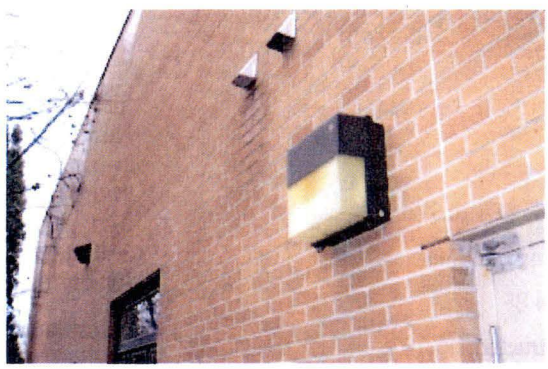
Deferred Maintenance

The school campus has been maintained in good to excellent condition despite the age. NDVS/School for the Blind facilities, and most recently GFPS Community High School/Adult Learning Center, have undergone extensive renovation. Minimal renovation has been completed to the second floor of the south wing, recently vacated by NDUS offices. The deferred maintenance items listed below identify those concerns that exist above and beyond what would be considered regular building maintenance and may require funding aside from the general maintenance budget. Deferred maintenance concerns are those items intended to rectify malfunction or deterioration of the existing physical plant, preserve existing facilities, or improve energy and building performance.

NDVS/School for the Blind

- Hazardous Materials (Asbestos) remains in the second floor area. Abatement should take place as part of a renovation project.
- There are numerous, individual split system air conditioning units in the 1959 two-story building to provide air conditioning. Currently, they are working, but will need replacement in the next few years. The air conditioning system in the two-story building should be upgraded to a Variable Refrigerant Volume System (VRV) utilizing an air-to-air heat pump with central compressor. This would increase system efficiency and minimize the number of compressor's in the system to maintain.
- Replace damaged and broken exterior wall pack lighting and add emergency egress lighting at entrances. With the exception of a few pole mounted lights, most of the lighting is mounted on buildings. There are lights over doors for egress lighting and separate parapet mounted lights for area lighting. Wall mounted lights are wall pack style that have broken and/or heavily discolored lenses. Wall pack lights should be replaced and emergency egress lighting added at each entrance (14 total).
- Replace original, obsolete electrical distribution panels with new equipment. The main building service equipment consists of circuit breaker load centers. These load centers are original construction and should be replaced as they have exceeded their expected 30 year life.
- Replace outdated and inefficient lighting, emergency lighting, switches and receptacles.

NDVS/SB South Wing. Note multiple split-system air conditioning units. Recommend replacement with centralized system.



Existing Exterior Lights

Programmatic Needs

Programmatic Needs are recommendations intended to improve the function of facilities as they relate to the suitability of the building for its intended use, based on current and projected space needs. The following list summarizes the most significant and highest priority items gleaned from discussions with staff and administration regarding current deficiencies and projected needs.

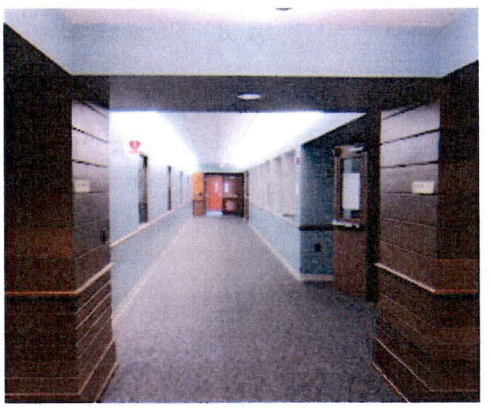
NDVS/School for the Blind

- Create a more visible and accessible entrance to the School for the Blind. Current entrance is hidden and School lacks identity.
- Improve workspace of Receptionist/Administrative Assistant.
- Provide facilities for training and in-service conferences to accommodate 60-70 people.
- Provide Store function to be located near reception and entry. Consolidate various cabinets into one location.
- Improve signage and way-finding.
- Provide more space for technology equipment set-up, repair and storage.
- Create a demonstration lab for technology equipment so as to not disturb other activities.
- Improve work areas of Daily Living Skill lab. Relocate to be closer to residence apartments and suites.
- Eliminate distractions in Vision Resource Center from other activities
- Provide a larger work room and storage area for Braille Access center to accommodate equipment and reduce noise.
- Provide more study and classroom space for students while in residence.
- Improve Vocational Services with larger office for equipment and testing materials.
- Increase size of Music room to accommodate equipment, students and activities.
- Provide toilets closer to south end of building.
- Increase size of employee break room and separate it from work room activities.

Site

- Create a more identifiable entry and easier access to handicap parking.
- Improve outdoor sitting and picnic areas for staff and students

NDVS/SB Entrance located recessed between Gymnasium and Stanford Centre Cafeteria wing. Entry is hidden and remote from parking.



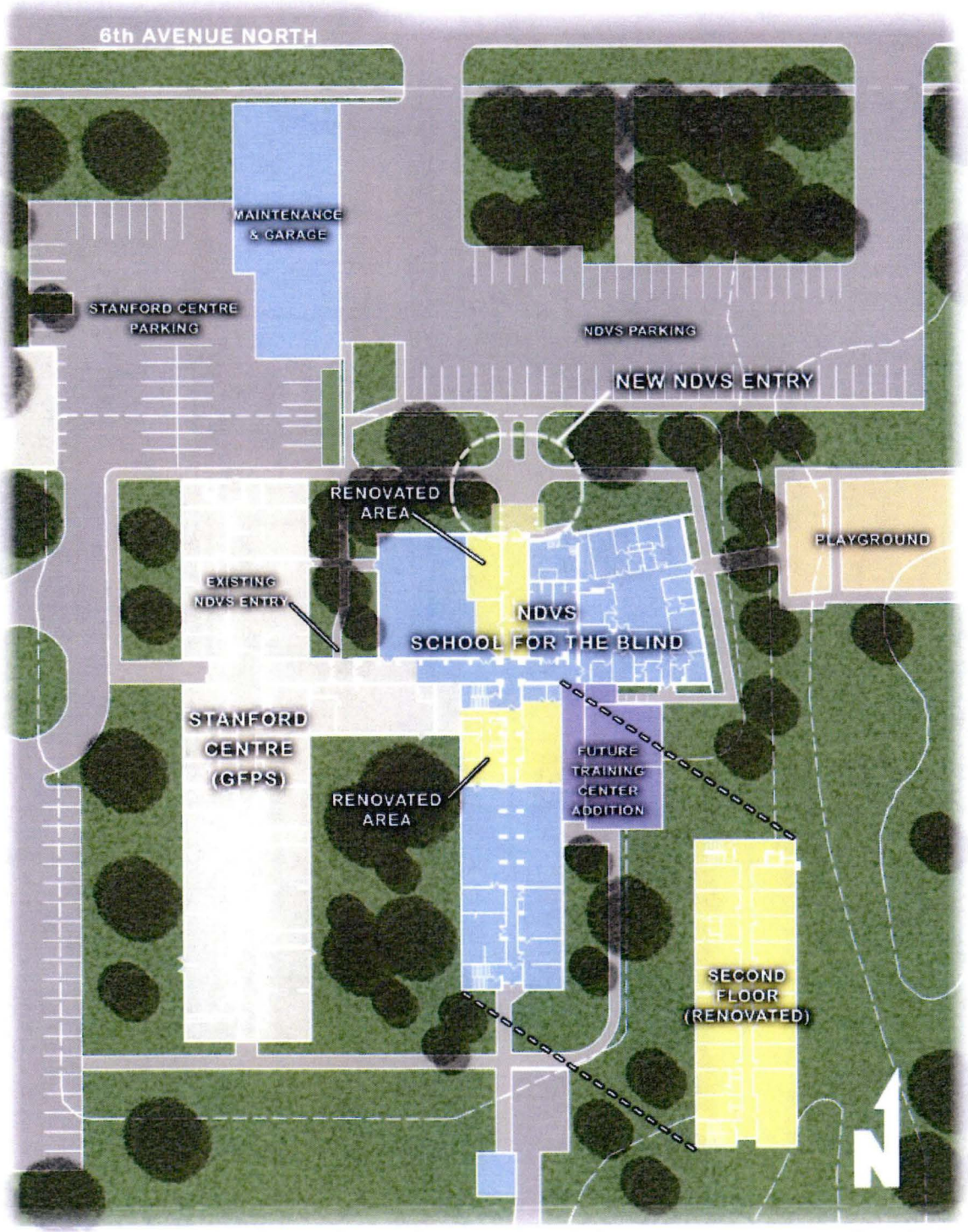
Existing entry corridor for NDVS/SB renovated in 1996. Visitors must make their way down a long corridor to a remote and hidden reception desk.

Phase 2 Scope of Work

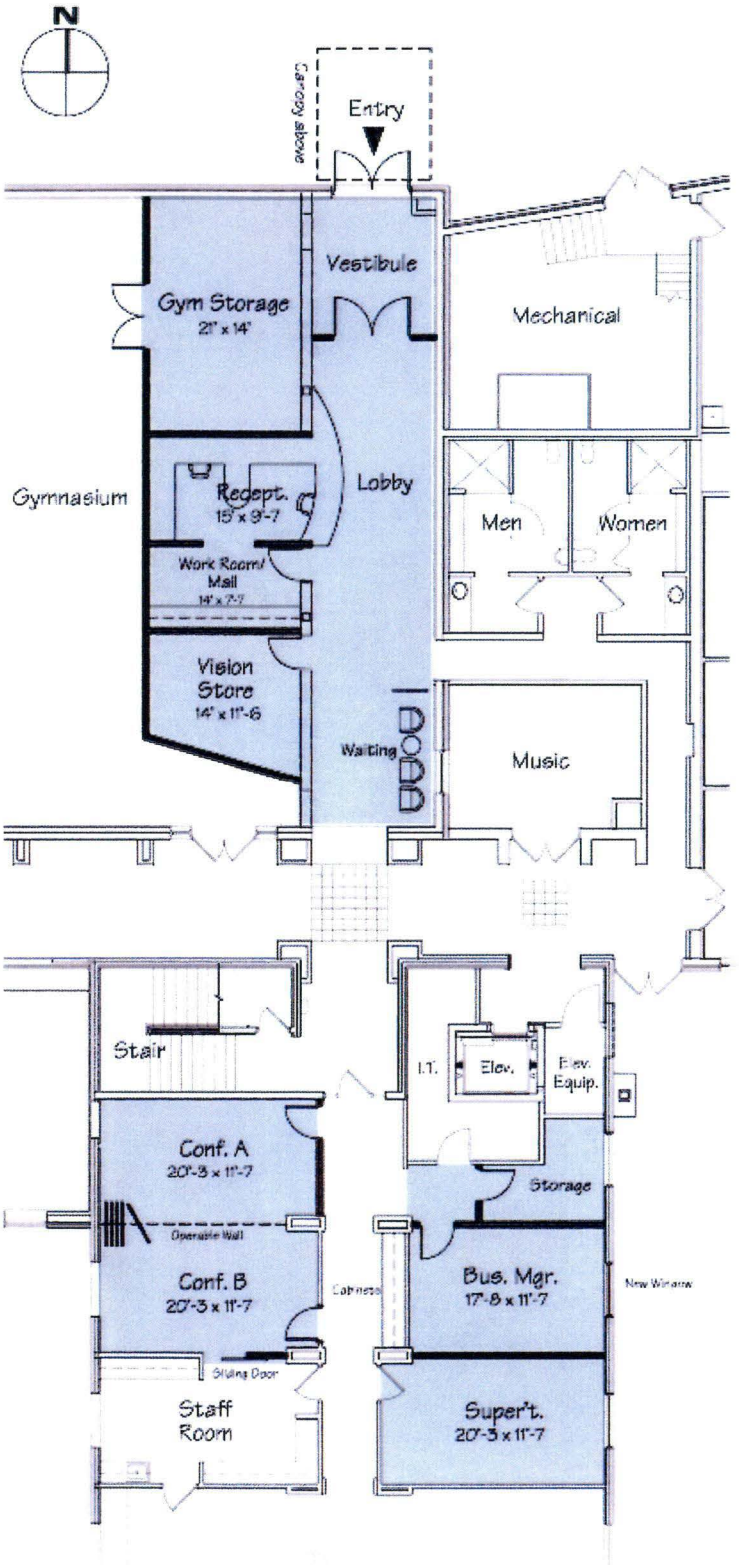
The following facility and site improvement recommendations comprise the Phase 2 scope of work for North Dakota Vision Services/School for the Blind and are intended to address both deferred maintenance and programmatic concerns for the campus.

A. Remodel and reconfigure select areas of first floor for repurposed use.
    1. Create new north entry for NDVS/School for the Blind to improve accessibility and visibility from north parking lot. Create new vestibule and corridor through existing building, including relocation of reception and vision store functions to improve visibility, security and access.
    2. Relocate Superintendent office and Business Manager office to improve functionality and efficiency.
    3. Remodel existing reception and office area into training/conference space.
    4. Update first floor, south wing, with a new Variable Volume Refrigerant (VRV) system to replace obsolete split-system air conditioning units.
    5. Install fire protection in Gymnsasium, music and apartment areas not currently served by existing system.
    6. Remove original emergency panel and old switchboard in basement along with abandoned circuits and raceway.
B. Remove Hazardous (asbestos-containing) materials in second floor floor tile, acoustic plaster, and pipe insulation and lagging.
C. Renovate second floor of south wing for North Dakota Vision Services and leased space.
    1. Replace outdated and worn finishes. Install new doors, frames, carpet, paint and ceiling finishes.
    2. Reconfigure existing toilet rooms to improve appearance and accessibility.
    3. Replace existing split-system air conditioning with Variable Refrigerant Volume system.
    4. Replace original electrical devices and lighting. Install additional data, telecommunications and security devices and wiring.
D. Replace and upgrade site lighting.
E. Replace original electrical circuit breaker load centers in Garage/Shop and Steam House.
F. Replace original Garage/Shop lighting and electrical wiring devices.

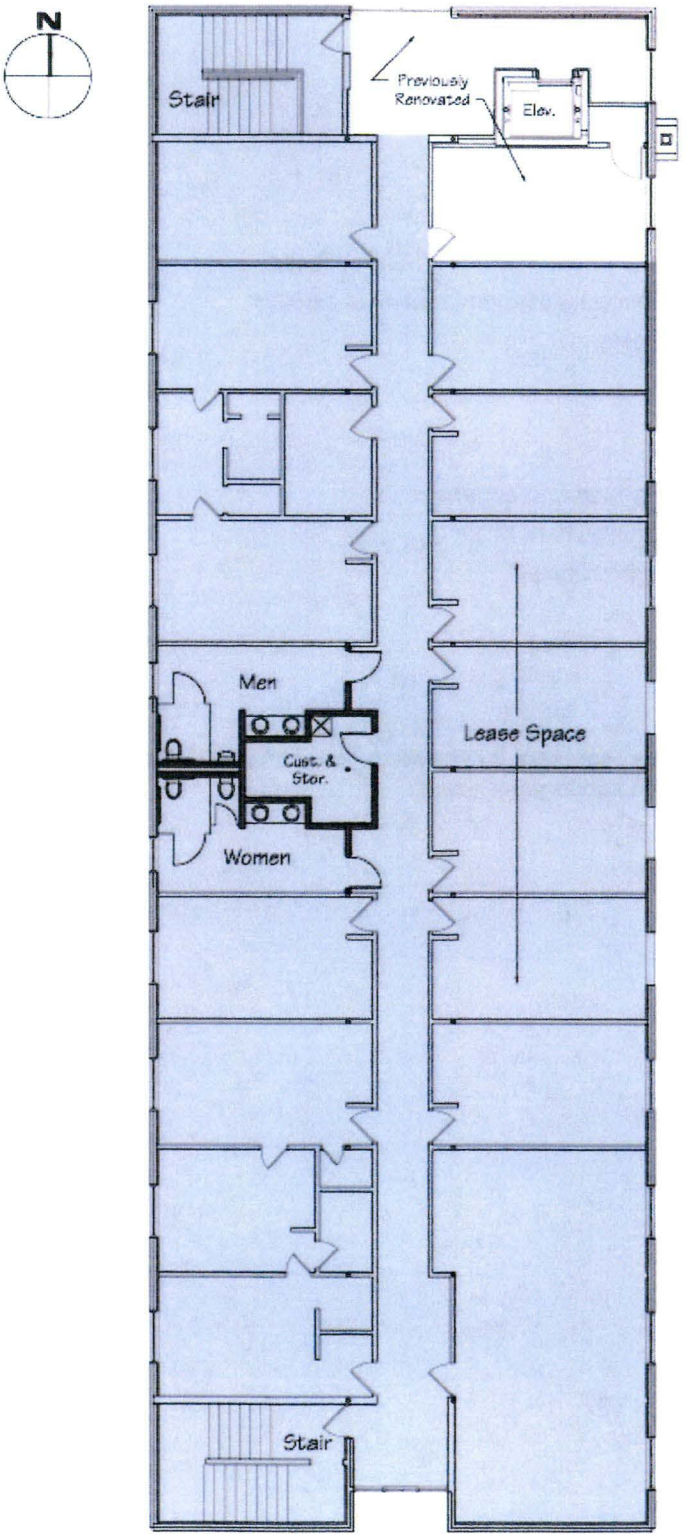
Site Plan


6th AVENUE NORTH
MAINTENANCE & GARAGE
STANFORD CENTRE PARKING
NDVS PARKING
NEW NDVS ENTRY
RENOVATED AREA
PLAYGROUND
EXISTING NDVS ENTRY
NDVS SCHOOL FOR THE BLIND
STANFORD CENTRE (GFPS)
FUTURE TRAINING CENTER ADDITION
RENOVATED AREA
SECOND FLOOR (RENOVATED)
N

First Floor Plan



Second Floor Plan



NDVS/School for the Blind
Project Cost Estimates

Estimated Construction Costs

A	First floor, entry and HVAC renovations	$520,000
B	Hazardous material (asbestos) removal	$85,000
C	Second floor renewal and renovation	$530,000
D	Repair and upgrade site lighting	$20,000
E	Replace original load center in Garage/Shop/Steam House	$20,000
F	Replace original Garage/Shop lighting and electrical devices	$60,000
	Total Estimated Project Costs	$1,235,000

Other Project Costs

G	Construction Contingency	$120,000
H	Architecture & Engineering fees and expenses	$115,000
I	Inflation to 2016 construction (see note 1)	$120,000
	Total Estimated Other Project Costs	$355,000

Total Estimated Project Cost **$1,590,000**

Notes:

1. Construction cost estimates represent 2014 dollars. Adjustments should be made for inflation if projects are implemented in subsequent years.

Library Vision 2020

North Dakota
Library Coordinating Council

Introduction

The North Dakota Library Coordinating Council (NDLCC) was established on July 1, 1997 to plan, promote, coordinate, and evaluate the services and programs of libraries in the state. The NDLCC achieves this by:

- Inviting public awareness and engagement with its programs and activities
- Approving the distribution of Library Vision grants
- Serving as the state advisory council on libraries for federal funding programs
- Revising Library Vision strategic plans
- Achieving the goals of Library Vision through education, advice and the development of guidelines
- Facilitating the development of a comprehensive statewide online library catalog, promoting statewide resource sharing, and encouraging electronic networking among all types of libraries

The Library Vision document is revised every 4-6 years. It serves as the strategic framework which the NDLCC uses to prioritize grant monies and to fulfill its charge in the North Dakota Century Code.

Vision Statement

Empower our statewide community of libraries to provide for North Dakota's future using traditional and innovative methods to develop lifelong learning through the provision of convenient and timely access to relevant information and resources for education, work, and personal enrichment.

Mission Statement

Strengthen libraries to improve communities.

The goals of LV2020 are not ranked or prioritized.

Goal A

Assure equitable access to information resources and library services throughout the state

- Increase participation in the statewide online library catalogs
- Provide and expand access to shared online resources
- Provide library and information access, services, and collections to all individuals
- Assist city and county residents without local library services to work with their local government to develop library services
- Encourage the expansion of quality library service in areas currently served by a library
- Facilitate and promote the sharing of library resources

Goal B

Enhance library resources in a variety of formats

- Encourage collaborative purchasing
- Continue to develop and implement a statewide digitization plan
- Aid in the collection of materials created by North Dakotans or about North Dakota

Goal C

Enrich lifelong learning

- Support training in and development of information literacy skills
- Promote and provide professional development for library staff
- Promote partnerships with non-library entities
- Promote the training and education of public library board members

Goal D

Advocate for reading and the personal enrichment of library patrons

- Develop and sustain local collections to meet patron needs
- Support library activities for all ages
- Assist with the creation of an inviting environment for community activities within libraries
- Extend availability of library resources and activities through outreach
- Encourage the development of literacy programs and activities
- Promote the value of library services

Goal E

Strengthen the North Dakota State Library in its leadership role of coordinating, enriching, and providing awareness of library programs and services

- Coordinate and enrich library services as outlined in Library Vision 2020
- Secure funding to achieve the goals of Library Vision 2020
- Market the role of libraries in economic development
- Promote communication and cooperation among all types of libraries
- Support the recruitment and education of future librarians and library staff

Appendix A:
History and Development of Library Vision

History of Library Vision 2004

In October of 1995, in consultation with the State Library staff and the officers of NDLA, Eric Sakariassen, Chair of the ND Governor's Advisory Council on Libraries, formed a Library Study Steering Committee to discuss concerns and issues within the state's library community. The goal was to present a clear picture of where North Dakota library services stand today and how they might look in the future. From the beginning, committee participants took it upon themselves to go beyond these initial directives and defined a set of priorities in a planning document for statewide library services which is entitled Library Vision 2004. The committee met six times, sponsored four statewide open forums, two in Bismarck, one each in Minot and Carrington, and created as many as five working subcommittees in preparing recommendations.

Library Vision 2004 states objectives and recommendations to meet those objectives, for six interdependent priorities necessary in providing what was identified as essential library services in North Dakota in the year 2004 and beyond. The plan was designed to fit an eight-year time frame, spreading implementation across four legislative bienniums. Library Vision 2004 recommendations improve North Dakota Libraries and enhance citizen access to information services in support of education, life-long learning, and economic vitality. The purpose of Library Vision 2004 was to provide people with improved access to information in a welcoming environment where they can obtain the guidance of trained librarians. The proposal addresses problems which are serious and growing: the knowledge explosion, the increasing costs of information, declining financial resources for libraries, providing all citizens with access to networked information, advancing North Dakota's competitiveness in the global society, and preparing North Dakota for its future.

In tackling the difficult business of planning for the implementation of a statewide comprehensive database, recommendations were divided into three contributing elements. Each of these elements is necessary to building a complete library computer information network and each is dependent upon the others in making the plan function.

First, and by far the most expensive element, was Internet connectivity. Connectivity serves as the foundation for accessing the statewide comprehensive database and allows for access to the whole extent of information and services available on the Internet. The plan builds on the North Dakota Information Network infrastructure already in place by connecting public and school libraries to the system. This effort was well under way with the receipt of the Educational Telecommunications Council (ETC) grant for a network assessment and planning project.

The second element in the plan was to connect existing databases through telecommunications software and hardware that would allow concurrent searching of multiple databases but would appear to the user as if all records accessed resided locally.

The third element in the plan was to create or convert and load electronic records onto existing library online catalogs. This was perhaps the second most costly part of implementing the statewide comprehensive database and also one whose cost was difficult to estimate until the total number of library holdings is known.

Early in the committee discussions, the need to create a structure for the governance and administration of the shared responsibilities and efforts outside current structures operating in the State was identified. It was recognized that in statewide coordination of a comprehensive database, Internet connectivity, statewide interlibrary loan and document delivery, among other things, a way was needed to ensure participation without interfering in local governance of libraries. The consensus reached in how to achieve this goal took the form of a North Dakota Library Coordinating Council. The committee worked hard to avoid a top-down governance structure and opted

instead for one with a participatory representation.

The North Dakota Library Coordinating Council (NDLCC) was established July 1, 1997 (NDCC 54-24.4-01).

The Library Vision 2004 document has become a recognized and accepted framework for local, regional, and statewide library planning efforts.

History of Library Vision 2010

The factors that affect library services in North Dakota are in a state of constant change and although Library Vision 2004 has served its purpose well, NDLCC felt it was time to once again visit the topic and determine what revisions needed to be made to keep the document a viable and useful tool for the library community of North Dakota.

NDLCC held a meeting in Carrington, ND, on March 7, 2002. At that meeting, the Council decided to continue a process of examination and revision that actually has been happening since Library Vision 2004 first came into existence, and to create a new product to be called Library Vision 2010.

Librarians from every part of North Dakota's library community were invited to participate in one of the two "think tanks" that were held in separate locations (Minot and Valley City). Approximately fifty persons attended each session and both sessions demonstrated how interested and concerned the professionals are about the future of the state's libraries and librarians. Using ideas generated from these sessions and from the documents referenced at the end of this introduction, the NDLCC created a rough draft of Library Vision 2010. This draft was widely distributed to the library community. NDLCC sought additional feedback via e-mail, the 2002 NDLA meeting in Fargo, and an additional meeting in Dickinson.

NDLCC officially adopted Library Vision 2010 on November 15, 2002.

The North Dakota Library Coordinating Council discussed the best way to revise Library Vision 2014. The Council decided to build upon the process used to develop prior Library Vision documents. At the October 24, 2013 meeting of the NDLCC, they began the process of revising the document. The draft version, compiled from the NDLCC meeting of February 6, 2014 was shared with the North Dakota library community via the North Dakota State Library's website and email to various mailing lists utilized throughout the state.

The library community was invited to give feedback on the draft document by attending a series of Think Tanks hosted at four locations throughout the state or directly to State Library staff via email or phone. A Think Tank was also held for the NDSL staff. Over 80 members of the library community attended the Think Tanks to make suggestions and share feedback on the document. The Coordinating Council reviewed a second draft of the document at their meeting held May 14-15 in Bismarck. The document was shared with the library community a second time along with an invitation to provide feedback. The NDLCC adopted the final version of Library Vision 2020 on July 30, 2014. The document was effective on January 1, 2015.

The NDLCC will continuously review the document to determine progress in meeting its goals

History of Library Vision 2014

To continue the cohesive and collaborative statewide planning process, the NDLCC created a four year plan, Library Vision 2014. Building on the success of the Think Tanks used to gather input for the preceding Library Vision, the NDLCC arranged three sessions in the spring of 2009. Think Tanks were held in Minot, Dickinson, and Fargo. Approximately eighty six librarians and community members attended the day long discussions based on the priorities

identified in Library Vision 2010. The input gathered served as the base for the NDLCC in their deliberations to refine the vision of library services. Library Vision 2014 was drafted during the fall of 2009 and distributed for further comments during 2010.

History of Library Vision 2020

The North Dakota Library Coordinating Council discussed the best way to revise Library Vision 2014. The Council decided to build upon the process used to develop prior Library Vision documents. At the October 24, 2013 meeting of the NDLCC, they began the process of revising the document. The draft version, compiled from the NDLCC meeting of February 6, 2014 was shared with the North Dakota library community via the North Dakota State Library's website and email to various mailing lists utilized throughout the state.

The library community was invited to give feedback on the draft document by attending a series of Think Tanks hosted at four locations throughout the state or directly to State Library staff via email or phone. A Think Tank was also held for the NDSL staff. Over 80 members of the library community attended the Think Tanks to make suggestions and share feedback on the document. The Coordinating Council reviewed a second draft of the document at their meeting held May 14-15 in Bismarck. The document was shared with the library community a second time along with an invitation to provide feedback. The NDLCC adopted the final version of Library Vision 2020 on July 30, 2014. The document was effective on January 1, 2015.

The NDLCC will continuously review the document to determine progress in meeting its goals.

Appendix B:
NDLCC Library Vision Planning Members

Steering Committee Members for Library Vision 2004 and Constituencies

Cheryl Bailey
Director, University of Mary Library

John Beecher
Director NDSU

Doris Daugherty (Ott)
Assistant State Librarian, N.D. State Library

Mark England
Assistant Director, Information Technology and Planning, NDSU

Bruce Haugen
Executive Assistant, N.D. University System

Thom Hendricks
Director, Mandan Public Library

Nann Blaine Halyard
Director, Fargo Public Library

Thomas Jones
Director, Bismarck Veterans Memorial Public Library

Jerry Kaup
Director, Minot Public Library

Lee Lampert
Director, Divide County High School Library

Joseph Linnertz
Assistant Superintendent, Dept. of Public Instruction

Bonnie MacIver
Director, Leach Public Library, Wahpeton

Dennis N. Page
Director, Grand Forks Public Library

Lila Pedersen
Director, Harley French Library of the Health Sciences, UND

Erik Sakariassen (Chair)
Governor's Advisory Council

Melissa Shaffer
Assistant Director, Information Technology/Document Delivery Services, NDSU

Lillian Sorenson
Information Technology Librarian, Dickinson State University

Tony Stukel
Director, ODIN

Charlene Weis
Librarian, United Tribes Technical College

NDLCC Members Contributing to Library Vision 2010 and Constituencies

Quincee Baker
Special Populations

Phyllis Bratton
Private Higher Education Institution Libraries

Thomas Bremer (Chair)
Public Higher Education Institution Libraries

Michelle "Mickey" Butz
School Libraries

Jerry Kaup
Public Libraries

Phyllis Kuno
Private Higher Education Institution Libraries

Ilene Larson
Citizen at large

LaDean Moen
President North Dakota Library Association

Doris Ott
State Librarian

Dennis Page
Public Libraries

Lila Pedersen
Special Libraries

Kaaren Pupino
President North Dakota Library Association

Iris Swedlund
School Libraries

Cheryl Tollefson
Public Libraries

Rita Traynor
Citizen at large

NDLCC Members Contributing to Library Vision 2014 and Constituencies

Phyllis Bratton
President North Dakota Library Association

Heidi Danielson
School Libraries

Dr. Louise Dauphinais
Special Populations

Mark Holman
Private Higher Education Institution Libraries

Ilene Larson
Citizen at large

Bonnie MacIver
Public Libraries

Laurie McHenry
President North Dakota Library Association

Rosemarie Myrdal
Citizen at large

Doris Ott
State Librarian

Ann Pederson (Chair)
Special Libraries

Beth Postema
Public Libraries

Sarah Snavely
Public Libraries

Wilbur Stolt
Public Higher Education Institution Libraries

NDLCC Members Contributing to Library Vision 2020 and Constituencies

Stephen Banister
Public Higher Education Institution Library

Jerry Kaup
Public Libraries

Phyllis Kuno
Private Higher Education

Ilene Larson
Citizen at Large

Victor Lieberman
President North Dakota Library Association

Beth Reitan
Public Libraries

Michele Seil
School Libraries

Susie Sharp
Special Populations

Ray Siver
Citizen at Large

Ted Smith (Chair)
Special Libraries

Mary J. Soucie
State Librarian

Hulen E. Bivins
Previous State Librarian

Al Peterson
President North Dakota Library Association

Judy Ringgenberg
Special Populations

Heidi Danielson
School Libraries

Wilbur Stolt
Public Higher Education Institution Library

Appendix C:
All NDLCC Members and Constituencies

Marlene Anderson (2004-2005)
North Dakota Library Association

Robert Anderson (Oct. 2007-2009)
Citizen at large

Quincee Baker (2001-2006)
Special Populations

Stephen Banister (2013-2016)
Public Higher Education Institution Libraries

Mary Bianco (1997-2000)
Special Populations

Hulen E. Bivins (2011-2013)
State Librarian

Phyllis Bratton (1997-2002)
Private Higher Education Institution Libraries

Phyllis Bratton (2008-2009)
North Dakota Library Association

Thomas A. Bremer (1998-2004)
Public Higher Education Institution Libraries

Michelle "Mickey" Butz (2000-2002)
School Libraries

Cynthia Clairmont-Schmidt (9/01/2013- 1/5/2013)
Interim State Librarian

Heidi Danielson (2008-2013)
School Libraries

Dr. Louise Dauphinais (2006–2009)
Special Populations

Tim Dirks (2014-2017)
Public Libraries

Sally Dockter (2000-2001)
North Dakota Library Association

Pamela K. Drayson (2003-2004)
North Dakota Library Association

Rita Ennen (2010-2011)
North Dakota Library Association

Celeste Ertelt (1997-2001)
Special Libraries

Greta Guck (2014-2015)
North Dakota Library Association

Mark Holman (2007–2011)
Private Higher Education Institution Libraries

Donna James (2007-2008)
North Dakota Library Association

Mike Jaugstetter (1997-2000)
State Librarian

Marilyn Johnson (1999-2000)
North Dakota Library Association

Jerry Kaup (1997-2002), (2011–2014)
Public Libraries

Barbara Knight (1998-1999)
North Dakota Library Association

Ellen Kotrba (1997-1998)
North Dakota Library Association

Phyllis Kuno (2002–2007), (2013-2017)
Private Higher Education Institution Libraries

Ilene Larson (2001–2007), (2009–2016)
Citizen at large

Victor Lieberman (2013–2014)
North Dakota Library Association

Joe Linnertz (2000-2001)
Acting State Librarian

Bonnie MacIver (2003–2009)
Public Libraries

Aubrey Madler (2010–2012)
North Dakota Library Association

Laurie McHenry (2009-2010)
North Dakota Library Association

La Dean Moen (1997-2000)
School Libraries

La Dean Moen (2001-2002)
North Dakota Library Association

Rosemarie Myrdal (2004–2011)
Citizen at large

Jeanne Narum (2005-2006)
North Dakota Library Association

Diane Olson (2011-2013)
Private Higher Education Institution Libraries

Doris Ott (2002–2010)
State Librarian

Dennis Page (1997-2003)
Public Libraries

Ann Pederson (2006–2012)
Special Libraries

Lila Pedersen (2001-2006)
Special Libraries

Al Peterson (2012–2013)
North Dakota Library Association

Beth Postema (2006–2007)
North Dakota Library Association

Beth Postema (2009–2012)
Public Libraries

Kaaren Pupino (2002-2003)
North Dakota Library Association

Bernnett Reinke (1997-1998)
Public Higher Education Institution Libraries

Beth Reitan (2012-2015)
Public Libraries

Judy Ringgenberg (2010-2012), (2012-2013)
Special Populations

Susie Sharp (2013-2015)
Special Populations

Michele Seil (2013-2016)
Special Libraries

Ray Siver (2011-2017)
Citizen at large

Ted Smith (2012-2015)
Special Libraries

Sarah Snavely (2008-2011)
Public Libraries

Mary J. Soucie (2014-Present)
State Librarian

Wilbur Stolt (2007–2013)
Public Higher Education Institution Libraries

Iris Swedlund (2002–2008)
School Libraries

Cheryl Tollefson (2002–2008)
Public Libraries

Rita Traynor (1997-2004)
Citizen at large

Timothy Wood (2007)
Citizen at large

Jan Wysocki (2004–2007)
Public Higher Education Institution Libraries

Published by the North Dakota State Library

Bismarck, ND

2014

Mary J. Soucie
State Librarian

North Dakota State Library, a division of the
ND Department of Public Instruction
Kirsten Baesler, State Superintendent

The North Dakota State Library does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or the provision of services.

SB 2013
1-12-15 #A

Testimony for SB2013 with regard to the State Appropriation for North Dakota Vision Services/School for the Blind by Allan Peterson:

Submitted to the Attention of Senator Ray Holmberg, Chair, and Members of the Senate Appropriations Committee, North Dakota 64th Legislative Assembly.

Re: Testimony specifically offered in reference to the Appropriation provided for North Dakota Vision Services / School for the Blind for the upcoming biennium of 2015 – 2017.

Submitted By: Allan Peterson, Co-Legislative Liaison, for
North Dakota Association of the Blind (NDAB).

Home address: 7009 Horseshoe Bend, Horace, ND 58047. I reside in state District 22
Office phone: (701) 231-6040; Home: (701) 282-4644; cell: (701) 429-7209
Email address: apeterson6@q.com

Greetings Chairman Ray Holmberg and members of the Senate Appropriations Committee,

I am testifying on my own behalf as well as for that of the North Dakota Association of the Blind, we are testifying in support of the budget request that has been submitted for North Dakota Vision Services / School for the Blind for its operation and capital expenditures for the next biennium of 2015 - 2017.

A resolution, in support of the biennial appropriations request of the North Dakota Vision Services / School for the Blind, was unanimously adopted at NDAB's most recent Convention held June 13-15, 2012 in Fargo. Please refer to the said resolution which is attached to this testimony.

To be clear, we are testifying in support of SB 2013 the 2013-2015 biennial budget Appropriation for ND Vision Services / School for the Blind as proposed in the budget submitted by Governor Jack Dalrymple for consideration by this, the 64th session of the State Legislature.

It cannot be emphasized enough, how very important it is that persons who lose some or all of their eyesight, be afforded the opportunity to receive appropriate quality blindness rehabilitation skills training, so that they are best equipped to deal with this life altering change.

As someone who lost his eyesight as an adult, I can personally testify to the importance and efficacy of the training offered by NDVS-SB. The skills that I learned through what is known as "orientation and mobility" using a white cane, is a adaptation I use every day and is of immeasurable importance to my independendnce. Orientation and mobility is a skill set that is taught by a qualified mobility instructor who has been certified to do this training. It is a skill set that is learned and perfected over a period of several weeks of training.

Besides the "orientation and mobility" skills that I've learned, I rely heavily on the use of a computer that has been equipped with an audio output program, which allows me to work productively as a person that has no usable eyesight.

1

The instruction that I've received from the NDVS-SB technology experts on using audio output from my computer has been absolutely vital in developing my skills to access this mode of communication. Many others in the population of people who are blind would provide similar testimonials on the vital need for the services of these skilled technology instructors.

Another vital skill I've learned and used extensively with the aid of instruction from teachers at NDVS-SB is to read and write in Braille. I've found this skill to be very useful in writing notes and marking items; Braille is an adaptation comparable to the use of paper and pencil by a person who is sighted.

Whether they are children or are adults who experience loss of sight later in life, learning the skills to deal with blindness are best done at a teaching facility that is equipped and has the professional staff needed to instruct their students so they are better able to deal with this disability.

The only teaching institution in North Dakota that offers a comprehensive program of instruction to deal with sight loss adjustment is that which is available at North Dakota Vision services / School for the Blind. It is an absolute treasure of instruction for the state particularly for those of us who must deal with sight loss.

The core curriculum of instruction (which is available at North Dakota Vision Services / School for the Blind) that best helps students to make the most successful adjustment to deal with a loss of eyesight is very comprehensive and includes,) 1) mobility and orientation skills training on the use of the white cane, (2) operating a computer equipped with speech output, (3) learning the Braille code, (4) instruction on the use of technical aids and appliances, (5) teaching the techniques of daily living skills that allows the student to live life with greater independence, (6) adjustment counseling – plus others. Learning this skill set takes time in order to gain some mastery on their use.

We can testify that the adult student clients that have received instruction and training at NDVS/SB have found it to be an excellent resource in making their adjustment to help them deal with their loss of eyesight. Some who have received training elsewhere have indicated that the training at NDVS/SB to be as good as or superior to that which they had received elsewhere earlier at another center.

Demographic statistics on the incidence of blindness strongly supports the need for the provision of blindness skills rehabilitation services in North Dakota. Despite the best efforts of eye care professionals, a significant proportion (about 2 to 3%) of people today in 2015 has problems with eyesight that isn't amenable to treatment or correction. It's estimated that 18,000 or about 2 to 3% of North Dakotans possess some degree of impaired eyesight which isn't medically correctable. In this population of ND residents, approximately two thirds have mild or moderate degrees of sight loss and one third are severely visually impaired or totally blind. And, the trend is toward a greater number of people who will experience sight loss as our state's population continues to be one that is of an older average age.

2

Testimony in Support of Senate Bill 2013

SB 2013
1-12-15
#B

Submitted to:
Chairman Ray Holmberg and Members of the North Dakota Senate Appropriations Committee

***Focus*: Appropriation provided for North Dakota Vision Services/School for the Blind for biennium 2015-2017**

Submitted by:
Zelda Gebhard, 8169 66th St SE, Edgeley, 58433
Home 701-493-2399, Office 701-493-2541, Email: zgeb@drtel.net
Co-Legislative Liaison, North Dakota Association of the Blind (NDAB)
Former State Rehabilitation Council member and chair.

Chairman Ray Holmberg and Members of the Senate Appropriations Committee:

Thank you for allowing me to speak to you today. My name is Zelda Gebhard. I am a ND resident who is legally blind with uncorrectable vision less than 20/200. I am here to provide testimony concerning Senate Bill #2013 both as a person with vision loss and also representing the membership of the North Dakota Association of the Blind. NDAB is a nonprofit, membership organization. We have no salaried employees and all of our work is done by volunteers such as myself.

I support the testimony already shared by North Dakota Vision Services/School for the Blind staff, Superintendent, Paul Olson and Business Manager, Tami Purcell.
I commend them in their efforts to provide a full range of vision services to all in ND with vision loss no matter what age. As both a school and rehabilitation agency this is accomplished through a combination of outreach services and center-based training. I have been the recipient of both outreach services by visits of one of the three vision specialists to my office and home and I have also received training at the school through the onsite adult weeks offered.

I urge you to please continue to:

- Provide resources necessary for the maintenance of the physical buildings.
- Support the staff necessary to maintain current assessment, teaching and training.

- Consider allocating more resources so that more extensive goals may also be reached such as the one Mr. Olson mentioned: "**On-going professional development to meet an increasing need to teach assistive technology to people of all ages."**

Technology is currently in fast forward. Unfortunately, those of us with vision loss are being left further and further behind. I venture to guess that most in this room have had to adjust to new technology in the past year - new computer, smart phones, iPads... You may find it a challenge, but doable. Try learning how to use one of these devices with your eyes closed. Accessible technology mow exists and that is wonderful but we still need a little help to learn how to utilize this technology.

For example:
In the past year I have had to adjust to a new phone system at work with tons of options and buttons and a display that I can't read. Our office also has a new "all in one" printer, fax, scanner machine also which has a display unreadable by me. I have learned if I press the right sequence of buttons I can successfully scan a page and send it to the right email address. When we got a new computer with two screens, it created problems with my screen reading software. When I called the technology person at the school, she referred me to the soft ware company and when I asked about instruction on how to use my IPhone, I was told that she didn't know how to use one. **In order for the staff to be able to train others, they must first have access to the training for themselves.**

Those of us who are blind and visually impaired need your help in order to make sure that adequate training is received by young and old alike to help us achieve or maintain employment and productivity and the highest level of independence possible.

Thank you for your time and consideration.

1-12-15
#1

TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS COMMITTEE
January 12, 2015
By: Kirsten Baesler, State Superintendent
701-328-4570
Department of Public Instruction

Chairman Holmberg and Members of the Committee:

I am Kirsten Baesler, State Superintendent of the Department of Public Instruction. I am here to offer information and testify in support of the Department of Public Instruction's requested optional requests.

The Superintendent of Public Instruction by the Constitution of North Dakota and the North Dakota Legislative Assembly is required to enforce all state statutes and federal regulations pertaining to the establishment and maintenance of public schools and related programs.

The Superintendent of Public Instruction is also responsible for the supervision of the operation of the North Dakota School for the Blind and Vision Services in Grand Forks, the North Dakota School for the Deaf and Resource Center for the Deaf and Hard of Hearing in Devils Lake, and the North Dakota State Library.

You will hear from Superintendent Olson, Superintendent Hovendick, and State Librarian Soucie later today..

Our Agency's mission states: "DPI will partner with schools and communities to provide a statewide system of excellent service and support to ensure a healthy school environment that fosters student success."

The strategic plan for the Department of Public Instruction outlines initiatives that focus on student achievement, community involvement, operational excellence and support.

Six priorities have recently been established to provide us with a roadmap to success:

- Provide superior customer service and support.
- Attract and retain quality staff.
- Support school climate and academics.
- Provide effective communication.
- Provide high-quality professional development and technical assistance.
- Engage in collaborative data-driven decision making.

Today I would like to highlight just some of the department's major accomplishments of the past biennium to achieve those priorities for success. They include:

- Began implementation of AdvancEd as the state's single accreditation system for all public schools

- For the first time in our state's history all schools are adopting uniform principal and teacher evaluation models approved by DPI
- Cooperated in expansion of the North Dakota Science, Technology, Engineering and Math (STEM) Network
- Began revision of North Dakota's Physical Education Standards
- Partnered with NDREA to produce professional development materials for local education leaders
- Created an intranet and began publication of quarterly newsletter to improve communication among both internal and external customers.

One of the priorities established in our roadmap to achieve success is not included in my list of biennium accomplishments – "Attract and retain quality staff." While we have many valuable and highly qualified staff that remain loyal to DPI the North Dakota Department of Public Instruction has not been able to attract, recruit or retain quality individuals for some key positions. The Department of Public Instruction faces many challenges as we improve our system of education so it will prepare our young people for their future in college or careers. We have plans to meet those challenges but in order to put those plans into action effective, high quality leaders must be employed within our Department. Mrs. Gullickson in her testimony will provide details of the numerous obstacles we have faced this past biennium as we tried to meet this priority goal. As State Superintendent I am here

to tell you that is our biggest priority today. All other goals for our Department and our state's students hinge on this ability to recruit and retain quality employees who are able to provide superior customer service, support our schools' climate and academics efforts, provide effective communication, high-quality professional development and technical assistance, and engage in collaborative data-driven decision making.

That is why our optional request for General Fund Salary Dollars for equity increases is priority one.

Mr. Chairman, this concludes my introductory remarks. I will now introduce Stephanie Gullickson, Director of DPI's Fiscal Unit to provide testimony on the Department of Public Instruction's administrative funding requests. Also, there are several staff members from the Department with me today to answer any specific questions you may have.

North Dakota Department of Public Instruction

SB 2013
1-12-15
#2

Kirsten Baesler
State Superintendent

Testimony to the Senate Appropriations Committee

ND State Capitol

ND State Library

ND School for the Deaf/
Resource Center for Deaf
and Hard of Hearing

ND Vision Services/
School for the Blind

January 2015

600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
http://www.dpi.state.nd.us

Testimony on SB 2013 - Senate Appropriations

January 12th – 13th, 2015

ND Department of Public Instruction

Kirsten Baesler, State Superintendent

Agenda

Opening Remarks – State Superintendent Kirsten Baesler

Administrative Funding – Stephanie Gullickson

Optional Packages – Superintendent Baesler & Stephanie Gullickson

Optional Package Item	Resource Person Available
DPI General Fund Salary	Addy Schmaltz
General Fund Salary	Addy Schmaltz
Safe & Healthy Administrative Costs	Valerie Fischer
MIS (STARS Maintenance, Website)	Steve Snow
Statewide Accreditation System	Dr. Sherry Houdek
Principal & Teacher Evaluation System	Dr. Sherry Houdek
Adult Education Grants	Valerie Fischer

Vision Services – Paul Olson, Superintendent
Tami Purcell, Business Manager

School for the Deaf – Connie Hovendick, Superintendent
Michael Loff, Business Manager

State Library – Mary Soucie, State Librarian
Cynthia Clairmont-Schmidt, Assistant State Librarian

State Flow-Thu Grants

ND Department of Public Instruction

January 12th-13th, 2015

Agenda - Page 2

State Flow-Thru Grants	Contact Person
ESPB – National Board Certification	Janet Welk
ESPB Teacher Support Program	Laurie Stenehjem
Gearing Up for Kindergarten	Deb Gebeke
Global Bridges	Jon Martinson
North Central Council of School Televisions	John Gast
ND Governor's School	Jeff Boyer
ND LEAD Center	Jim Stenehjem
ND Museum of Art	Laurel Reuter
ND Teacher Center Network	Jennifer Carlson
Northern Plains Writing Project	Ron Fischer
Pathfinders Parent Project	Cathy Haarstad
Red River Writing Project	Kelly Sassi
We the People Program	Donna Pearson
Young Entrepreneur Program	Barry Striegel

Department of Public Instruction

Kirsten Baesler, State Superintendent

Table of Contents

NDDPI Budget Tab

- Funding Analysis ..... Page 1
- How the Funding is Spent Chart ..... Page 3
- Initiative Pool Expenditure Report ..... Page 4
- Initiative Pool Accomplishments Narrative ..... Page 5
- Organizational Chart ..... Page 13
- Federal Grant Funding ..... Page 14
- Optional Request Summary ..... Page 16
- Optional Request Narratives ..... Page 17

Flow Thu Grant Tab

- Flow Thru Grant Optional Request Summary ..... Page 28
- Flow Thru Grant Optional Narratives ..... Page 29
- Flow Thru Grant Required Annual Reporting ..... Page 40

School Finance Tab

- ND K-12 District Statistics ..... Page 44
- ND Population Historical Overview ..... Page 46
- County Population Estimates ..... Page 47
- ND School District Enrollment ..... Page 51
- ND Teacher Salary Information ..... Page 52
- School Finance Facts at a Glance ..... Page 57
- ND K-12 Funding Formula ..... Page 58

School for the Deaf Tab

State Library Tab

ND Vision Services Tab

NDDPI 2015-2017

Budget Request

Department of Public Instruction (201)
2015-2017 Biennial Budget Request / Funding Analysis

		1	2	3	4	5	
		2013-2015 Appropriation	2013-2015 Estimated Expenditures	2013-2015 Expenditures to Appropriation Comparison	2015-2017 NDDPI Budget Request	2015-2017 Executive Budget Recommendation	
	Administration:						
1	Salaries & Wages	$ 15,941,753.00	$ 15,941,753.00	$ -	$ 17,500,321.00	$ 19,149,759.00	
2	Accrued Leave Payments	$ 322,068.00	$ 322,068.00	$ -	$ -	$ -	
3	Operating Expenses	$ 29,430,802.00	$ 29,430,802.00	$ -	$ 30,548,192.00	$ 30,798,192.00	
4	**Total**	**$ 45,694,623.00**	**$ 45,694,623.00**	$ -	**$ 48,048,513.00**	**$ 49,947,951.00**	
				$ -			
				$ -			
5	**Integrated Formula Payment**	$ 1,752,508,150.00	$ 1,715,608,150.00	$ 36,900,000.00	$ 1,900,000,000.00	$ 1,900,000,000.00	
6	Funding: General	$ 1,612,182,150.00	$ 1,575,282,150.00	$ 36,900,000.00	$ 1,680,866,000.00	$ 1,680,866,000.00	
7	Special	$ 140,326,000.00	$ 140,326,000.00	$ -	$ 219,134,000.00	$ 219,134,000.00	
8	Total	**$ 1,752,508,150.00**	**$ 1,752,508,150.00**	**$ 36,900,000.00**	**$ 1,900,000,000.00**	**$ 1,900,000,000.00**	
9	**Special Education Contracts**	$ 16,500,000.00	$ 16,500,000.00	$ -	$ 17,300,000.00	$ 17,300,000.00	
10	**Transportation Grants**	$ 53,500,000.00	$ 53,500,000.00	$ -	$ 60,000,000.00	$ 60,000,000.00	
	Rapid Enrollment Grants						
11	**HB1261**	$ 13,600,000.00	$ 9,938,954.00	$ 3,661,046.00	$ 14,800,000.00	$ 14,800,000.00	/1
12	**Powerschool**	**$ -**	$ -	$ -	$ 6,000,000.00	$ 6,000,000.00	/2
13	**Grants - Other Grants**						
14	Continuing Ed Grants for Pre-School	$ 150,000.00	$ 150,000.00	$ -	$ 150,000.00	$ 150,000.00	
15	Grants for Pre-Kindergarten Space	$ 125,000.00	$ 125,000.00	$ -	$ 125,000.00	$ 125,000.00	
16	Continuing Ed Grants for Counselor	$ 150,000.00	$ 150,000.00	$ -	$ 150,000.00	$ 150,000.00	
17	Curriculum Alignment Grants	$ 100,000.00	$ 100,000.00	$ -	$ 100,000.00	$ 100,000.00	
18	Displaced Homemaker Program	$ 225,000.00	$ 225,000.00	$ -	$ 225,000.00	$ 225,000.00	
19	Governor's School	$ 460,000.00	$ 460,000.00	$ -	$ 460,000.00	$ 460,000.00	
20	LEAD Consortium	$ 260,000.00	$ 260,000.00	$ -	$ 267,500.00	$ 267,500.00	
21	Teacher Center Network	$ 360,000.00	$ 360,000.00	$ -	$ 540,000.00	$ 414,000.00	
22	Adult Education Matching Funds	$ 3,110,411.00	$ 3,110,411.00	$ -	$ 4,968,411.00	$ 3,734,411.00	
23	School Lunch Matching Funds	$ 1,380,000.00	$ 1,380,000.00	$ -	$ 1,380,000.00	$ 1,380,000.00	
24	North Dakota Museum of Art	$ 415,000.00	$ 415,000.00	$ -	$ 435,000.00	$ 435,000.00	/1
25	Northern Plains Writing Project	$ 83,000.00	$ 83,000.00	$ -	$ 107,000.00	$ 93,000.00	
26	Red River Writing Project	$ 90,000.00	$ 90,000.00	$ -	$ 138,900.00	$ 100,000.00	
27	North Central Council for School Televisio	$ 535,000.00	$ 535,000.00	$ -	$ 535,000.00	$ 535,000.00	

Department of Public Instruction (201)
2015-2017 Biennial Budget Request / Funding Analysis

		1	2	3	4	5	
		2013-2015 Appropriation	2013-2015 Estimated Expenditures	2013-2015 Expenditures to Appropriation Comparison	2015-2017 NDDPI Budget Request	2015-2017 Executive Budget Recommendation	
28	Global Bridges	$ 150,000.00	$ 150,000.00	$ -	$ 150,000.00	$ 150,000.00	
29	We the People	$ 20,000.00	$ 20,000.00	$ -	$ 27,000.00	$ 25,000.00	
30	Young Entrepreneur Education Program	$ 120,000.00	$ 120,000.00	$ -	$ 200,000.00	$ 140,000.00	
31	Gearing Up for Kindergarten	$ 675,000.00	$ 675,000.00	$ -	$ 970,000.00	$ 675,000.00	
32	Pathfinders Parent Program	$ 131,106.00	$ 131,106.00	$ -	$ 150,106.00	$ 146,106.00	
33	Teacher Support System (ESPB)	$ 2,300,000.00	$ 2,300,000.00	$ -	$ 2,415,000.00	$ 3,000,000.00	
34	CPR Grants (One-Time) SB2238	$ 450,000.00	$ 50,000.00	$ 400,000.00	$ -	$ -	/3
35	Governing ND Textbook (One-Time)	$ 20,000.00	$ 20,000.00	$ -	$ -	$ -	/3
36	Federal Program Grants	$ 261,706,744.00	$ 261,706,744.00	$ -	$ 254,077,705.00	$ 254,077,705.00	
37	**Special Line Items**						
38	Funding Pool for Initiatives	$ 2,750,000.00	$ 2,750,000.00	$ -	$ -	$ -	/3
39	IT Staff Analysis (One-Time)	$ 100,000.00	$ 100,000.00	$ -	$ -	$ -	/3
40	Early Childhood Study (One-Time)	$ 200,000.00	$ 200,000.00	$ -	$ -	$ -	/3
41	School Safety Grants (One-Time) SB2267	$ 3,000,000.00	$ 2,500,000.00	$ 500,000.00	$ -	$ -	/3
42	Transportation Efficiency	$ 30,000.00	$ 30,000.00	$ -	$ 30,000.00	$ 30,000.00	
43	National Board Certification	$ 120,000.00	$ 120,000.00	$ -	$ 120,000.00	$ 120,000.00	
44	**Department Wide Funding Sources:**						
45	General Fund	$ 1,724,022,275	$ 1,724,022,275.00	$ 41,461,046.00	$ 1,805,906,721.00	$ 1,805,519,892.00	
46	Federal Funds	$ 295,297,569	$ 295,297,569.00	$ -	$ 287,437,741.00	$ 288,532,685.00	
47	Special Funds	$ 141,699,190	$ 141,699,190.00	$ -	$ 220,525,673.00	$ 220,528,096.00	
48	**Total Department Funding Source**	**$2,161,019,034**	$ 2,119,557,988.00	$ 41,461,046.00	$ 2,313,870,135.00	$ 2,314,580,673.00	

/1 One-time funded item in the Executive Budget

/2 The current weighting factor for PowerSchool is in the Integrated Formula Payment for 2013-2015. In the Executive Budget a new appropriation line was created with a direct payment to ITD

/3 One-time funded item in the 2013-2015 biennium budget

North Dakota Department of Public Instruction
How is the Money Spent?

Salaries
$16,598,481

Operating
$31,153,550

State Aid
$1,752,508,150

Spec Ed Contracts
$16,500,000

Transportation
$53,500,000

Grants to Schools
$290,017,105

Flow-Through Grants
$5,749,106

Total Budget: $2,166,026,392

DPI Initiative Pool
Expenditures to Date

HB 1013, Section 2 Appropriated a one-time funding item of the Initiative Pool in the amount of $2,750,000. It also required a report of the use of these one-time funds.

		HB 1013	Total Expenditures To Date
MIS			
STARS Maintenance		$ 719,000.00	$ 186,982.70
Website Development		$ 174,000.00	$ 14,448.75
Intranet			$ 123,687.50
Filenet			$ 41,615.00
Common Core State Standards		$ 500,000.00	$ 75,000.00
Principal/Teacher Evaluation System		$ 400,000.00	$ 109,372.56
Safe & Drug Free Salary/Operating		$ 209,261.00	$ 217,668.39
S & H PE Standards Revision			$ 20,234.67
Statewide Accreditation System		$ 606,250.00	$ 614,100.00
Business Manager Certificate Program		$ 150,000.00	$ 91,000.00
*** Total amount of request was greater than amount granted during legislative session*		$ 2,758,871.00	
Total		**$ 2,750,000.00**	**$ 1,494,109.57**
Percentage of Pool Expended		**54.3%**	

DPI Initiative Pool

Narrative Report on Expenditure of Funds

MIS Projects – expended to date $366,733.95

STARS Maintenance

The Department used these initiative pool funds for the ongoing maintenance of state data collection systems. The major work done this biennium have been improvements to system performance, additional auditor recommended checks, and automation of additional federal reports and changes to existing federal reporting requirements.

Website Development

The Department is contracting with Odney to rework the agency website, establish a new logo, and branding manual. A sub-site is also being established to act as a clearinghouse for curriculum. The curriculum will be written by North Dakota teachers, reviewed and approved by North Dakota teachers.

Intranet

The Department has established an intranet based on SharePoint 2013. The site is currently used as a central repository for announcements and agency news. We have converted the paper version of time tracking to an online system that is housed on the intranet. We have established numerous committee and project sites for a shared working environment for internal department staff.

FileNet

The Department is utilizing the newly established intranet as a documents repository. These funds were used to purchase equipment and contractor support in order to set up the transition of paper files from hard copy to soft copy. We are early on in the scanning process so we are unable to accurately predict how much physical space will be recovered.

Common Core State Standards – expended to date $ 75,000.

'Just in Time' Math Statewide Professional Development

The initiative pool funds provided the start-up funds for this statewide project that is ran through the REAs. Teachers are invited to participate in a two-year professional learning experience that will focus on teaching and learning the state standards for Mathematics. Each session incorporates grade specific mathematical content along with the mathematical practice standards through the lens of best teaching and learning strategies. The outcomes of the program include:

- Increase mathematical knowledge of content aligned to ND state standards for mathematics.
- Increase teacher knowledge and application of the eight mathematical practices.
- Incorporate best teaching and learning practices.
- Shift the focus to include deep understanding, applications, and tools.
- Increase teacher self-reflection through instructional coaching.
- Improve student learning and understanding of mathematics.

Math Training-Vertical Alignment

The Federal Title Programs office will be sponsoring a statewide math institute in the spring of 2015. This training will focus on the North Dakota Mathematics Standards based on the Common Core. The purpose of this event is to bring together high school math teachers alongside higher education math professionals to align instruction and training in the area of mathematics. The Federal Title Programs office has $30,000 of funds from the state pool that are earmarked for this standards training. We will be contracting with the North Dakota State University (NDSU) to sponsor the training.

Reading and Math Summer Institutes

Every summer, the Federal Title Programs office sponsors summer reading and math institutes to provide high quality professional development to North Dakota educators. Dr. Kevin Feldman will be presenting at the Reading Summer Institute on "Developing Language & Vocabulary through Student Engagement." There is $13,000 in pool money earmarked for this statewide professional development opportunity aligned to the Common Core State Standards for this Reading Summer Institute.

Dr. Arthur Benjamin will be presenting on "Mental Math" at the Math Summer Institute in June 2015. There is $12,000 in pool money earmarked for this statewide professional development aligned to the Common Core State Standards.

REA Professional Development

In the 2013-2014 school year, all eight REAs received professional development grants. This was a collaborative initiative between the Standards Unit, the Federal Title Programs office, and the Teacher and School Effectiveness unit. Four of the REAs used their funding for professional development on the state standards for English Language Arts and Math and were granted initiative pool funds. One REA used their funding for professional development on the teacher/principal evaluation system and was granted initiative pool funds. The other three REAs used their grant funds for professional development in other areas and were paid with a different funding source.

Principal/Teacher Evaluation System – expended to date $ 109,372.56

August 2013, the Principal and Teacher Evaluation Statewide System (PTESS) committee was convened to develop the Principal and Teacher Evaluation System Support. The PTESS committee was comprised of six school administrators, six teachers, two legislators, two university faculty, six internal DPI staff, and seven external technical assistance providers. The committee, based on current research, Interstate School Leaders Licensure Consortium (ISLLC) and best practices, designed North Dakota's plans for developing and implementing statewide teacher and principal evaluation systems, with an initial emphasis placed on the principal evaluation. The PTESS committee developed the ND Principal Evaluation Guidelines, template, and recommendations for the State Superintendent. They completed their work in April 2014. The committee submitted their work to Superintendent Baesler for her approval. In November 2014, five aligned Principal Evaluation models were announced to ND schools for their review and selection. At this time, all North Dakota districts have selected a Principal Evaluation model, reported it to the state and will begin implementation in February 2015.

In January 2015, the request for Information (RFI) will request Teacher Evaluation Models. The state will again announce the aligned and reviewed Teacher Evaluation models in March, with school districts selecting their Teacher Evaluation model by June 2015, and full implementation in the 2015-16 academic year anticipated. The Teacher and School Effectiveness Unit is in the process of conducting REA trainings regarding monitoring and data collection; development and implementation; and resources for professional development regarding the districts' Principal evaluations. These trainings will also be conducted on the Teacher Evaluation in the fall 2015.

A new goal with the use of future PTESS funding will be the development of a task force to review leadership development of school administrators. Our purpose would be to focus on leadership education and development by convening stakeholders representation to review the current state of leadership development in the state; identifying programs, policies, practices, and assessments regarding educational leadership; collaboratively develop through a 'think tank process' – what leadership development, programs, credentialing, and assessment initiatives, and create a forum/conduit for continuous professional development, feedback, and review of emerging leaders.

ND LEAD Center Grant

The focus of the ND LEAD grant will be to assist and consult with the leadership team task force and further development, training, and implementation of the ND PTESS Guidelines. Collaborate with DPI on various goals, including an assessment of the PTESS system. Prepare materials and conduct presentations describing the PTESS evaluation guidelines and templates as needed. Develop resources related to the North Dakota PTESS Evaluation Guidelines and Template including: monitoring available for data; 360 Surveys based on the template that can be utilized for feedback from stakeholders; develop website resources; develop communication plans to support schools, and involve stakeholders in the development process of creating resources

UND SPRING PK-20 2014 SYMPOSIUM "Professional Capital"

The Educational Leadership Department, led by Drs. Pauline Stonehouse & Sherry Houdek, led and hosted its first symposium. A total of 148 educators participated in the Professional Capital symposium at the Alerus Center in Grand Forks, North Dakota on April 24th and 25th 2014. Sixty of the attendees were included as session leaders and presenters, panel members, moderators, and organizers – a group representing UND Departments of Educational Leadership (EDL), Educational and Foundations Research (EFR), Teaching and Learning (T & L), UND School of Medicine & Health Sciences, NDDPI, ND Leaders of Educational Administration (NDLEAD), NDREA, Association Council of Educational Leaders (ACEL), NDCEL, and 15 ND school districts. The event drew a diverse audience from 37 ND school districts of varying size and location while 16 administrators traveled across the Canadian border from Red River Valley School Division in Morris, Manitoba.

Internationally renowned change leaders and authors of *Professional Capital: Transformation of Teaching in Every School*, Dr. Michael Fullan and Dr. Andrew Hargreaves, started the two-day event with sessions on *Drivers for Change* and *Professional Capital*. Discussion panel members chosen to represent the full diversity of leadership in ND were joined by UK guests Mr. Danny Moloney and Mr. Alastaire McKenzie. International principal, Dr. Steve Jordahl, contributed a unique perspective on change from Beijing via Skype. Both keynote sessions were praised by participants in an anonymous evaluation survey which is available through Dr. Stonehouse, UND EDL Associate Professor.

UND EFR Principalship Study

Initiative Pool funding was used to conduct a two-phase principalship study led by UND Education, Foundations and Research (EFR) Department within the College of Education. Five UND faculty from three departments, led by Dr. Cheryl Hunter, one graduate student, and the TSE Director collaborated on the design of the study and data collection. The intent of the study was to develop a comprehensive understanding of the rural principalship in North Dakota, informed by the personal experiences of a group of rural principals serving small schools ranging in size from zero to 200 students, as well as larger schools with over 200 students. The data supports recognition that a significant difference exists between principals' roles, power, and constraints in schools with 200 or less students, defined as low-density schools, and schools with greater than 200 students, which we define as high-density schools. The study represents an emergent theory of the rural principalship that indicates key differences between schools with 200 or less students and those with more than 200 students, which has unique ramifications for North Dakota rural schools. In the first phase, data were collected through an open-ended survey sent to a sample of 250 North Dakota principals randomly selected to from a pool of 430 North Dakota principals. Additional data was collected from focus groups conducted with principals at a leadership conference. Respondents were asked questions about their responsibilities, time management, challenges, training, and professional development. Through their responses, the research team explored the similarities and differences between principals at rural and non-rural schools in North Dakota.

Results

Principals have complex and multifaceted roles and responsibilities as educational leaders. However, the data from this study demonstrated significant difference based upon school size, the multiplicity of roles and responsibilities within their positions, distribution of administrative power, and the nature of time constraints. The data supports recognition that a significant difference exists between principals' roles, power, and constraints in schools with 200 or less students, defined as low-density schools, and schools with greater than 200 students, which we define as high-density schools. Regardless of school size, instructional leadership was consistently identified as the most important component of the principal's responsibility, however, participants reported the majority of their time was spent with student discipline or student management. The implications for different training/preparation needs, different professional development needs, different core responsibilities, and unique challenges are further discussed in the Phase I report that should be available in January/February 2015.

REA Professional Development Grants

The Department of Public Instruction is providing $15,000 grants for REAs professional development for Principal and Teacher evaluation. The grants focus on identified needs of the REA's regarding development and implementation of principal and teacher evaluation systems.

Safe & Healthy Salary and Operating Costs – expended to date $ 237,903.06

The Safe & Healthy School Unit has used the initiative pool funds for salary and operating costs for the unit. With these funds, the unit has been able to:

- Maintain collaboration with existing partners to advance safe and healthy initiatives at state and school district level. (e.g., REAs, Mental Health and Substance Abuse Planning Committee, State Epidemiological Outcomes Workgroup (SEOW), Extended Partners Workgroup (PEP-W with Dept of Health), Suicide Prevention Workgroup, ND MILE, AdvancED, Healthy North Dakota, Injury Prevention, ND Association of Physical & Health Education, Recreation and Dance (NDAPHERD), Safe Routes to Schools, Dept of Homeland Security, School Health Interagency Workgroup, Dept of Health Chronic Disease Planning Committee, Keep North Dakota Clean, Reducing Pharmaceutical Narcotics, Governor's Prevention Advisory Committee (PAC).
- Implement, monitor and evaluate Centers for Disease Control and Prevention grant (DHDOSH - *Diabetes, Heart Disease, Obesity and Associated Risk Factors and Promote School Health).*
- Maintain infrastructure within the Safe & Healthy Schools unit, assuring staff has the knowledge and training necessary to provide quality technical assistance and professional development on priority risk behaviors.
- Provide technical assistance, resources and professional development to LEA's and partners on topics to include drugs, alcohol, weapons, tobacco, violence, crisis management, general health issues, immunizations, bullying, school climate/culture, mental/emotional health, truancy, suspension and expulsion.

Mental Health Initiative

- Infrastructure review and changes to the existing insurance program (Blue Cross/Blue Shield, Medicaid and CHPS);
- Evaluation of the pre-service requirements for teacher education programs and recertification;
- ESPB credentialing process;
- Amend SB 2306
- Agency partnerships to create greater awareness and lessen the stigma of mental health.
- Provide trainer cadre for Youth Mental Health First Aid & train school staff and develop elementary portion with TNI/Sanford.

Physical Education Standards

- Contract with McREL to facilitated Physical Education (PE) Standards revisions;
- PE Standards Committee formed and contracts issued. Committee meetings held June 30-July 1, August 13, September 8, and December 1.
- Evaluated current PE Standards and National PE Standards, made revisions;
- PE Standards Draft and the Preliminary Draft Evaluation Survey posted for public comment;
- Reviewed public comments and made final changes; the updated standards will be submitted to Superintendent Baesler for approval;
- Dissemination and training plan in place for 2015.

Statewide Accreditation System – expended to date $ 614,100.00

Year	2013-14	2014-2015
Annual Fees	$275,000	$315,000
ND Reports	$ 50,000	$ 50,000
Total	$325,000	$365,000

Annual Fees

AdvancED completed a total of 27 school on site external reviews, and 7 district system wide reviews for the biennium. Other schools received support for preparation and management for school visits via individual school visits, individual phone calls with district administrators, webinars, coordination and development of school teams – including administrators, lead teachers, lead evaluators, and AdvancED personnel.

Throughout the biennium school districts also received support in the development of their school improvement plans for accreditation. The support for school also covers the web-based reporting tool (ASSIST) for all schools in the state along with the technical and IT support for the use of that system. It would also include the use of the survey tools, standards and other

diagnostic tools to be used for accreditation and other system of state-wide accreditation reporting and state annual assurances.

Reporting

ASSIST is the tool AdvancED provides to facilitate data gathering and report generating. Schools use the ASSIST Platform to conduct an Internal Review of their school and develop a comprehensive continuous school improvement plan. The External Review process of accreditation provides a peer review of the schools improvement plan with recommendation including improvement priorities. Improvement priorities are monitored through an Accreditation Progress Report, completed by all schools and systems within two years of the External Review.

Support was provided by AdvancED with preparation of various reports based on the accreditation data, and used for additional statewide customized reports such as the North Dakota State Assurances, additional reports include the Principal Teacher Evaluation Systems report; and alignment of the use of ASSIST tools to fulfill state reporting for Program Improvement, Schoolwide Title I requirements, and in the future Special Education reports.

Other reporting generates the listing of school visits including dates, times, locations, and visitation team. The reporting provides DPI with information identifying where schools are at in the accreditation process, and the needs of those districts. AdvancED completes needs assessments of districts, and evaluations of trainings, etc. for other information. AdvancED continues to work with DPI to meet the needs of the department and schools with various report and diagnostics tools.

Training

Training was conducted via two DPI fall conferences (2013, 2014); nine regional workshops; three additional conference presentations and partnerships; REA visitations and DPI internal trainings as requested. Training also occurred for school personnel and lead evaluators and External Review team members for visits and support for schools hosting visits.

Business Manager Certification Program – expended to date $ 91,000.00

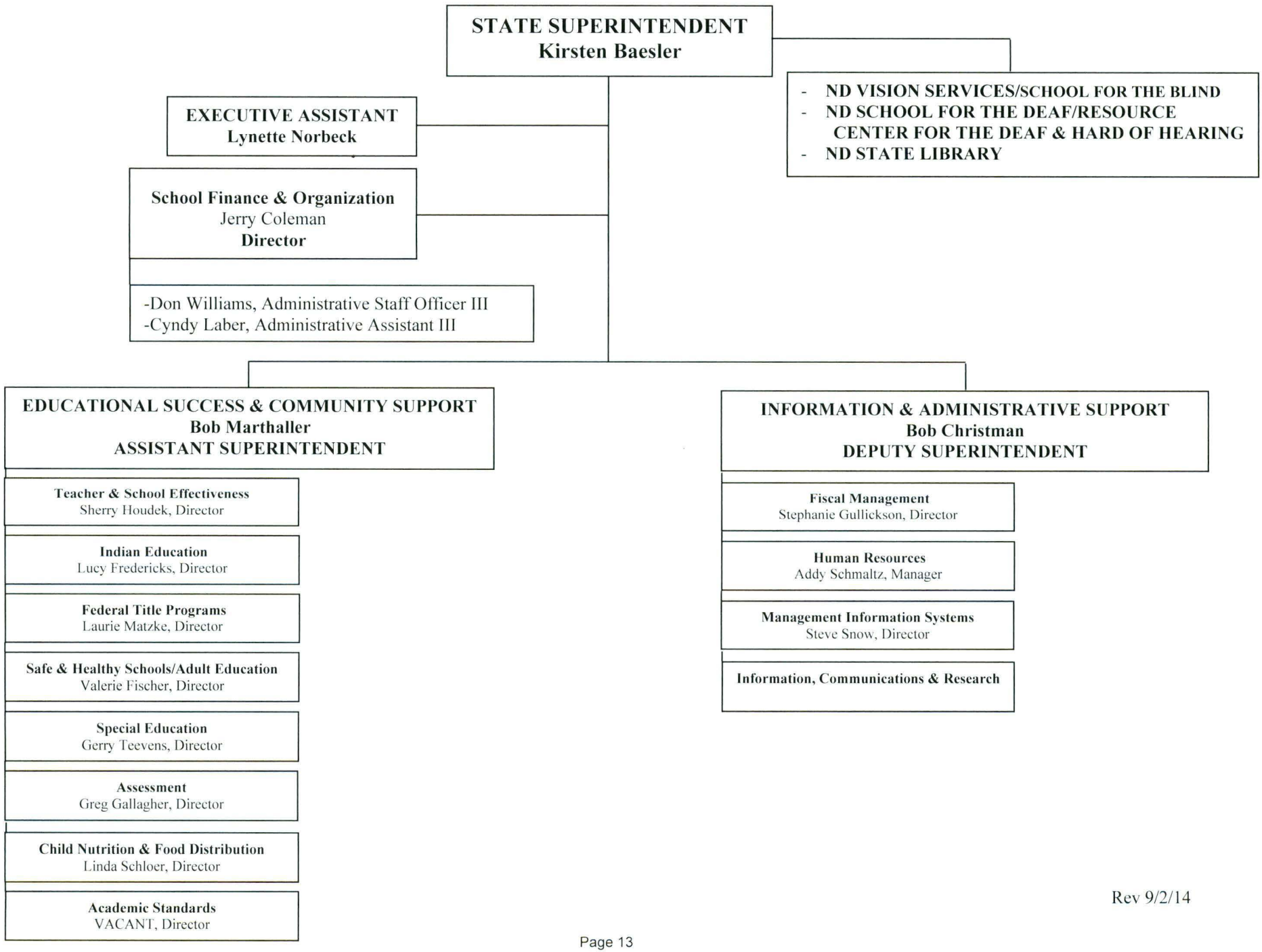
The ND School Boards Association administers in partnership with the ND Association of School Business Managers the certification program. Instructors are selected by the Curriculum Committee and are practitioners and/or experts in the fields of school business management, legal services, school administration, financial management, and other fields. There are currently 52 students enrolled in courses. Of these students, 22 are scheduled to complete the certification program this spring.

Program Facts:

- Forty students are admitted into the program each year.

- Classes are offered in Bismarck and online. Most classes are offered in conjunction with NDSBA events to minimize travel time and expense.
- The program can be completed in as little as two years.
- Students are required to take 51 hours of course work and attend 9 hours of NDSBA and/or NDASMB events.
- The cost of tuition is $75.00 per hour. The initiative pool funds subsidize approximately one-third of tuition for students.

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
ORGANIZATIONAL CHART – DECEMBER 2014



Rev 9/2/14

ND Department of Public Instruction
Federal Funds Summary

Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	State Discretionary Funds	Total Grant Award
	Fiscal Year 2014-2015				
10.555	Child Nutrition Programs Block Consolidated Programs (Includes School Lunch, School Breakfast, Afterschool Snacks, Child Care Center Food Reimbursement & Summer Food Service Program) *	$ 209,772.00	$ 36,048,245.00	$ -	$ 36,258,017.00
10.558	Child and Adult Care Food Program Cash in Lieu	$ -	$ 325,000.00	$ -	$ 325,000.00
10.558	Child and Adult Care Food Program Sponsor Administrative Funds	$ -	$ 1,250,000.00	$ -	$ 1,250,000.00
10.560	State Administrative Expenses for Nutrition Programs	$ 775,000.00	$ -	$ -	$ 775,000.00
10.565	Commodity Supplemental Food Program	$ 111,500.00	$ 50,000.00	$ -	$ 161,500.00
10.567	Food Distribution Program on Indian Reservations	$ 349,000.00	$ 775,000.00	$ -	$ 1,124,000.00
10.568	The Emergency Food Assistance Program	$ 90,000.00	$ 10,000.00	$ -	$ 100,000.00
10.582	Fresh Fruits & Vegetables	$ 72,000.00	$ 1,866,287.00	$ -	$ 1,938,287.00
10.574	Team Nutrition	$ 135,912.00	$ 121,500.00		$ 257,412.00
10.579	Direct Certification	$ 75,050.00	$ -		$ 75,050.00
84.002	Adult Education	$ 120,000.00	$ 840,422.00		$ 960,422.00
84.010	Title I, Part A Improving Education for the Disadvantaged	$ 466,338.00	$ 32,821,776.00	$ -	$ 33,288,114.00
84.011	Migrant Programs	$ 117,000.00	$ 233,977.00		$ 350,977.00
84.013	Neglected/Delinquent	$ -	$ 103,591.00	$ -	$ 103,591.00
84.326	Deaf-Blind Grant		$ 65,000.00		$ 65,000.00
84.027	IDEA-B (Special Education)	$ 1,011,779.00	$ 25,328,744.00	$ 1,650,000.00	$ 27,990,523.00
84.173	Preschool (IDEA)	$ 41,281.00	$ 684,696.00		$ 725,977.00
84.196	Homeless Children	$ 65,000.00	$ 98,605.00		$ 163,605.00
84.287	21st Century Community Learning Centers	$ 112,638.26	$ 5,350,317.35	$ 168,957.39	$ 5,631,913.00
84.323	State Personnel Development Grant	$ 120,100.00	$ 442,503.00		$ 562,603.00
84.358	Rural, Low Income Schools	$ 2,410.00	$ 45,791.00	$ -	$ 48,201.00
84.365	Title III, English Language Learners	$ 175,000.00	$ 471,156.00	$ -	$ 646,156.00
84.366	Title IIB, Math & Science Partnerships	$ 37,342.00	$ 707,600.00	$ -	$ 744,942.00
84.367	Title IIA, Teacher Quality	$ 91,296.00	$ 10,222,028.00	$ 269,001.00	$ 10,582,325.00
84.367	TIIA, Higher Education Partnership	$ 17,391.00			$ 17,391.00
84.369	State Assessments	$ 3,438,975.00	$ -	$ -	$ 3,438,975.00
93.576	Refugee Children School Impact Grant*	$ 16,000.00	$ 134,000.00	$ -	$ 150,000.00
93.938	Coordinated School Health	$ 65,000.00	$ -	$ -	$ 65,000.00
84.372	Statewide Longitudinal Data System	$ -	$ -	$ 1,389,468.00	$ 1,389,468.00
	Total				$ 129,189,449.00

**** Estimated Award***

ND Department of Public Instruction
Federal Funds Summary

Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	State Discretionary Funds	Total Grant Award
	Fiscal Year 2013-2014				
10.555	Child Nutrition Programs Block Consolidated Programs (Includes School Lunch, School Breakfast, Afterschool Snacks, Child Care Center Food Reimbursement & Summer Food Service Program)	$ 190,808.00	$ 32,789,434.00		$ 32,980,242.00
10.558	Child and Adult Care Food Program Cash in Lieu	$ -	$ 310,000.00		$ 310,000.00
10.558	Child and Adult Care Food Program Sponsor Administrative Funds		$ 1,200,000.00		$ 1,200,000.00
10.560	State Administrative Expenses for Nutrition Programs	$ 987,233.00	$ -	$ -	$ 987,233.00
10.565	Commodity Supplemental Food Program	$ 102,986.00	$ 47,052.00		$ 150,038.00
10.567	Food Distribution Program on Indian Reservations	$ 359,499.00	$ 769,918.00		$ 1,129,417.00
10.568	The Emergency Food Assistance Program	$ 91,234.00	$ 10,000.00		$ 101,234.00
10.582	Fresh Fruits & Vegetables	$ 69,106.00	$ 1,805,675.00		$ 1,874,781.00
10.574	Team Nutrition	$ 133,728.00	$ 30,954.00		$ 164,682.00
10.579	Direct Certification	$ 75,050.00	$ -		$ 75,050.00
84.002	Adult Education	$ 92,000.00	$ 882,175.00	$ -	$ 974,175.00
84.010	Title I, Part A Improving Education for the Disadvantaged	$ 491,239.00	$ 33,066,866.00	$ -	$ 33,558,105.00
84.011	Migrant Programs	$ 117,006.00	$ 232,704.00	$ -	$ 349,710.0[illegible]
84.013	Neglected/Delinquent	$ -	$ 99,004.00	$ -	$ 99,004.[illegible]
84.326	Deaf-Blind Grant		$ 65,000.00		$ 65,000.00
84.027	IDEA-B (Special Education)	$ 1,002,122.00	$ 23,744,699.00	$ 1,650,000.00	$ 26,396,821.00
84.173	Preschool (IDEA)	$ 41,281.00	$ 684,694.00		$ 725,975.00
84.196	Homeless Children	$ 63,214.00	$ 91,214.00	$ -	$ 154,428.00
84.287	21st Century Community Learning Centers	$ 114,285.00	$ 5,428,503.00	$ 171,429.00	$ 5,714,217.00
84.323	State Personnel Development Grant	$ 120,100.00	$ 442,503.00		$ 562,603.00
84.358	Rural, Low Income Schools	$ 1,654.00	$ 31,417.00	$ -	$ 33,071.00
84.365	Title III, English Language Learners	$ 150,000.00	$ 350,946.00	$ -	$ 500,946.00
84.366	Title IIB, Math & Science Partnerships	$ 35,298.00	$ 670,666.00	$ -	$ 705,964.00
84.367	Title IIA, Teacher Quality	$ 91,301.00	$ 10,222,541.00	$ 269,014.00	$ 10,582,856.00
84.367	TIIA, Higher Education Partnerships	$ 12,417.59			$ 12,417.59
84.369	State Assessments	$ 3,400,252.00	$ -	$ -	$ 3,400,252.00
93.576	Refugee Children School Impact Grant	$ -	$ 70,337.00	$ -	$ 70,337.00
93.938	Coordinated School Health	$ 65,000.00	$ -	$ -	$ 65,000.00
84.372	SLDS	$ -	$ -	$ 1,550,930.00	$ 1,550,930.00
	Total				$ 124,494,488.59

Department of Public Instruction
2015-2017 Optional Budget Requests

1	2	3		4	5	6
Priority	Optional Package Description	2013-15 Appropriation (base budget)		2015-17 Requested Increase	Total Requested Budget	Executive Recommended Increase
1	DPI General Fund Salary	$ 5,367,792.00		$ 293,308.00	$ 5,661,100.00	$ 332,932.00
2	General Fund Salary	$ -		$ 294,228.00	$ 294,228.00	$ 277,351.00
3	Safe & Healthy Unit Administrative Costs	$ 209,261.00	*	$ 597,675.00	$ 597,675.00	$ 597,675.00
4	MIS - STARS Maintenance, Website, Desktop Support	$ 719,000.00	*	$ 160,000.00	$ 160,000.00	$ 160,000.00
5	Statewide Accreditation System	$ 606,250.00	*	$ 799,750.00	$ 799,750.00	$ 799,750.00
6	Principal & Teacher Evaluation System	$ 400,000.00	*	$ 300,000.00	$ 300,000.00	$ 300,000.00
7	Adult Education Grant Funds	$ 3,110,411.00		$ 1,858,000.00	$ 4,968,411.00	$ 624,000.00
	Total	$ 10,412,714.00		$ 4,302,961.00	$ 12,781,164.00	$ 3,091,708.00

** The 2013-2015 Appropriation was funded from the One-Time DPI Initiative Pool*

DPI 2015-2017 Biennial Budget Optional Requests

1. General Fund Salary Equity Increases

Hiring staff for our director and assistant director positions continues to be our most difficult area of recruitment, especially positions that require a master's degree in education and three to five years of administrative experience. Because we are an education agency, we compete with the same pool of candidates as do school districts. Our salaries are not competitive with the regional market for educators. Our salaries fall below the average state compensation ratio. In comparing DPI's compensation ratio to other employees in state government with comparable years of experience, our salaries continue to fall an average of seven percent below other state employees in similar grades and positions.

To date this biennium we have had twenty positions vacated. Five staff members left due to retirement, seven employees found higher paying positions in other state agencies or the private sector, five left for personal reasons and three individuals were promoted internally. We have experienced a continuous round of recruitment and training, both of which can be costly in areas of time and money and at the expense of efficiency. We have had difficulty in filling some positions which require specific skills:

- Superintendent of the ND School for the Deaf/Resource Center for the Deaf and Hard of Hearing in Devils Lake – Low salary has prevented us from hiring qualified skilled applicants. The position was posted in May, 2013 and advertised nationally. The position was offered to a ND principal but he declined as it paid $1,000 a month less than he was currently making. Another applicant declined an offer of employment as the salary was non-competitive. We advertised a fourth time and received one qualified applicant but we felt the applicant was not a good fit for the position. We filled the position with a part time employee effective August 12, 2014.
- ND State Librarian – We received five qualified applicants for this position. Three of the applicants withdrew because we could not meet their salary expectations. We were able to finally fill the position with a qualified individual.
- Assistant Director of Bilingual & Ell Programs – Our employee who resigned from this position accepted another position with the local REA office making more money working three days a week than she was making full time working for DPI. We did offer the position to a qualified applicant but she declined because she was making more working nine months versus the twelve months required for the position. Another applicant interviewed stated North Dakota is paying on average $20,000 to $30,000 lower than similar positions in other states. DPI did some internal reorganization and the position was offered to a current employee.

- Our agency has had four Special Education Coordinator's positions open this biennium. One out of town applicant was offered a position and she had accepted but later declined as she felt she could not afford to live in Bismarck on the salary offered by DPI. The second position was opened in September, 2013. An offer of employment was made to a teacher from Grand Forks but she declined as she did not feel the salary was sufficient to support her in Bismarck. This position was reopened again and an offer of employment was made but the individual could not begin as she was under a teacher contract until the end of May, 2014. The third position was opened in July and filled in December.
- Director of Teacher & School Effectiveness – We had several applicants apply for the position but declined an interview as the salary offered was not competitive. We were able to fill the position in September with a qualified individual.

The Department of Public Instruction (DPI) is reorganizing to make more efficient use of its employees' skills. Some of the staff's assigned jobs have been changed or abolished over time. The Academic Standards unit provides needed support to North Dakota's 180 public school districts, as well as its private schools. The unit will be led by a director and assistant director.

Just after the start of the current biennium, DPI promoted Ryan Townsend to the position of Director of Academic Standards. The purpose of this position is to assist local school districts in the areas of math, science, language arts and fine arts and assist local schools with implementation of the North Dakota state standards.

Ryan Townsend had been part of DPI's Teacher and School Effectiveness staff before he was promoted. Before he began work at DPI, Ryan was a teacher, principal and superintendent in North Dakota schools. He was the only person in the Academic Standards unit until the hiring of Peg Wagner, a retired elementary principal, who became the unit's professional development director and assistant director. In July 2014, after one year as director of the Academic Standards unit, Ryan was hired as the curriculum director for Bismarck's public schools, at a considerably higher salary.

Our plan is to hire a qualified education leader as the new Academic Standards director. One problem we have is that the job pays much less than comparable positions in North Dakota school districts. When we advertised the job in the summer of 2014, we had only two candidates apply, and that was after advertising the position on two separate occasions. We chose not to fill the position at this time. For now, the professional development director will be part of the Teacher and School Effectiveness unit until we can hire an Academic Standards director. We have an FTE for this position. We need additional funds to be competitive.

Director of Academic Standards

All of the positions listed require a Master's Degree in Education and three to five years of related experience. On average, we are able to offer a starting salary of approximately four percent below average of what major school districts are offering in North Dakota. Because of compression, equity and lack of budget dollars, we offer salaries starting at the minimum of the grade which makes recruitment and retention of good qualified staff difficult if not impossible.

We need to be able to provide valuable, long term employees by providing incentives to remain and assist us in succession planning. They are individuals that legislators, schools and other education constituents rely on for their knowledge and training.

Director of Information, Communications and Research.

This is a new position that would be created by reassigning existing jobs. It would not increase the department's number of employees. It would bring together staffers who work in public information, website management, and research into one unit that would gather and prepare statistics on the progress of schools and students. The FTEs for this unit would come from the department's current Management Information System (MIS) staff. This would help the department present the information it gathers into reports that would be more usable to the Legislature, governor, school districts, parents, businesses, the public and other government entities. It is a recommendation of the state's 2020 and Beyond plan to create a reporting system such as this.

DPI's ability in the past to disseminate public information has been limited. It would be helpful to have a unit capable of translating the reams of complex material that we gather to make it understandable to a general audience, which would include parents, business people, policy makers and anyone else who is interested in the world of education.

This new emphasis would provide better service for parents, teachers, school administrators, policy makers, business people, and other constituents. It would help to sharpen the collection, summary and delivery of information in a way that is more valuable to legislators and other stakeholders. The duties of Information, Communications and Research staff would be reviewed and adjusted to encourage ways to more broadly share information that the department collects.

These are a few reasons that we are requesting $293,308 in general fund monies. Federal dollars are available to fund equity adjustments for federal supported employees.

The Department hereby requests an additional $ 293,308.00 in General Fund Salaries.

2. General Fund Salary – Academic Standards Unit

Academic Standards, Content Specialist, Math.
A content standards specialist for math is a vital part of the Academic Standards unit. This person would research the latest math standards that have been proven successful in school districts throughout the state, or in other states, that could be put to use to improve math achievement in North Dakota's schools. The math content specialist would coordinate math professional development to schools, which they would have the option of including in their districts. This would include working with Regional Education Associations, district administrators and math instructors to draft an education plan that would help students know and understand math concepts from early grades through high school making them better prepared for careers.

Academic Standards, Content Specialist, Science.
The content specialist for science would work with Regional Education Associations, district administrators, science teachers and the Regional STEM center at Valley City State University, to identify science elements that would improve classroom instruction and achievement. Working together the group would research the very latest science trends and blend its findings with basic science to augment the classes that are currently available. In an increasingly sophisticated and technological world, it is important for North Dakota schools to provide a first-class understanding of science for our students.

The FTEs for these positions currently exist within the agency. An additional $294,228 in state general funds is needed to support these two positions.

The Department hereby requests an additional $ 294,228.00 in General Fund Salaries.

3. Safe & Healthy Unit Administrative Expenses

In the 2007 legislative session, the Department was appropriated $23,112/biennium to offset 20% of one (1) FTE for addressing the 11 health related requirements in the NDCC and assuring compliance.

Since that time, the Department's Safe & Healthy Schools unit has responded to the demands of LEAs in addressing the ever increasing risk behaviors of students and schools. Specifically, the Department's Safe & Healthy Schools unit has responsibilities for resources, technical assistance, professional development and guidance as it relates to the issues of: *alcohol and drugs; tobacco; violence and weapons; suspension/expulsion and truancy; drop-out prevention; bullying and discipline; general student health issues; physical activity; crisis management; school climate; school safety; health education; the Youth Risk Behavior Survey (YRBS); and HIV/AIDS prevention education.* In 2007, there were 11 related references in NDCC; prior to the 2015 legislative session, there are 38

references. Additionally, the Safe & Healthy Schools unit is called upon daily by schools for assistance in general health related issues/concerns of students.

	NDCC	Referencing
1	15.1-19-02	Corporal punishment - Prohibition - Consistent policies
2	15.1-19-03.1	Recitation of prayer - Period of silence - Pledge of allegiance
3	15.1-19-04	Religious instruction - Excuse of student
4	15.1-19-05	Birth control device - Distribution – Restriction
5	15.1-19-06	Abortion referrals
6	15.1-19-07	Communicable parasites - Detection and eradication
7	15.1-19-09	Students - Suspension and expulsion – Rules
8	15.1-19-10	Possession of a weapon - Policy - Expulsion from school
9	15.1-19-13	Alcohol or controlled substance - Use or possession by student - Notification of principal – Exception
10	15.1-19-14	School law enforcement unit
11	15.1-19-16	Asthma - Anaphylaxis - Self-administration of medication by student - Liability
12	15.1-19-17 thru 15.1-19-22	Bullying
13	15.1-19-23	Medication program - Establishment - Opt-out - Liability - Immunity from liability
14	15.1-19-24	Youth suicide prevention – Training
15	15.1-20-01 thru 15.1-20-02	Compulsory attendance
16	15.1-20-02.1	Attendance - Determination - Policies
17	15.1-20-03 thru 15.1-20-03.2	Compulsory attendance law - Enforcement – Penalty
18	15.1-24-01 thru 15.1-24-06	Chemical abuse prevention program – Rules
19	15.1-06-09	Inspection of public schools - Submission of inspection report - Correction of deficiencies
20	15.1-06-10	Inspection of nonpublic schools - Submission of inspection report - Correction of deficiencies
21	15.1-06-11	Exit doors - Free of obstructions
22	15.1-06-12	Emergency and disaster drills - Implementation
23	15.1-06-13	Schools - Compliance with health, safety, and sanitation requirements
24	15.1-06-16	Disturbance of a public school – Penalty
25	15.1-31-08	Open enrollment - Transfer of students - Responsibility of district of residence
26	15.1-02-18	Statewide longitudinal data system committee - Membership - Powers and duties - Report to interim committee - Continuing appropriation
27	15.1-02-19	Health insurance programs - Joint enrollment program
28	15.1-21-01	Elementary and middle schools - Required instruction

29	15.1-21-02	High schools - Required units
30	15.1-21-02.2	High school graduation - Minimum requirements
31	15.1-21-24	Health curriculum – Content
32	15.1-18-10	Specialty areas - Teacher qualification
33	23-07-01	State department of health - Collection of public health information
34	23-07-02	Who to report reportable diseases
35	23-07-16	Child having contagious or infectious disease prohibited from attending school - Exception
36	23-07-16.1	School district to adopt policy relating to significant contagious diseases
37	23-07-17.1	Inoculation required before admission to school
38	12.1-20-25	Sexual offender presence near schools prohibited.

Other NDCC references used with schools

12.1-27.1	Obscenity Control
12.1-27.2	Sexual Performance by children
12.1-04	Juveniles - Intoxication
12.1-20	Sex Offenses
15.1-13-24	Complaints against teachers or administrators
14-09	Parent and Child (school custody investigations)

Other legislative responsibilities assigned to Safe & Healthy Schools

SB 2163 AED's – maintenance, training and coordination
HB 1135 Dental care mobile services
SB 2238 CPR program for schools
SB 2267 Safety grants

During the 2013-2015 biennium, the Safe & Healthy Unit's administrative expenses were funded from the Department's Initiative Pool funds. Since these general funds were a one-time appropriation, the unit does not have general funds in the Department's base budget. To sustain the Safe & Healthy School unit for the upcoming biennium, the budget request is as follows:

Salaries	$244,659	$255,375
Operating	$ 38,150.	$ 29,490.
Statewide PD	$ 15,000	$ 15,000
Total	**$297,809**	**$299,865**

The Department hereby requests an additional $ 597,674.00 in General Funds for Safe & Healthy Schools Unit Administrative Costs.

4. Management Information Systems Updates

STARS is the primary educational data collection system used by the state. This educational data is used by DPI, ESPB, and CTE to monitor and administer state and federally mandated programs, including the payment system for distributing state aid to schools totaling $1.2 billion over the 2013-2015 biennium and pass-through state and federal grants. The state also maintains a web-based teacher licensure and approval system. All data systems require ongoing maintenance including updates to funding formulas, regular data cleansing and corrections, modifications to increase performance and additional requests from stakeholders for reports and data. STARS is also the primary source for collecting federal EDFacts reporting data. This federally reported data is used to calculate much of the federal education funding received by the state. There is also a need to make enhancements to STARS in order to collect data from non-PowerSchool data sources and supply to the SLDS. These data sources include the non-public student information systems and the data from public districts not contained in PowerSchool. Based on the previous biennium, we estimate this will total **$112K.**

DPI redesigned the agency website and developed an intranet in the 2013-2015 biennium. DPI would like to take advantage of the new infrastructure and make further enhancements. DPI units manage several newsletters and mailings; we would like to automate this service by allowing customers to subscribe to relevant news. DPI would also like to automate more of the external forms by adding them to the website and internal forms by adding them to the existing intranet. We estimate this will total **$48K**

The Department hereby requests an additional $ 160,000.00 in General Funds for Management Information Systems Updates.

5. Statewide Accreditation System

The Statewide Accreditation System was funded in the current 2013-2015 biennium from the DPI Initiative Pool. Since this is one-time funding, to continue to support the statewide accreditation system the following costs are requested.

Estimated Cost Detail:

Year	2015-2016	2016-2017
Annual Fees	$309,375	$309,375
Visit Support	$37,500	$37,500
ND Reports	$50,000	$50,000
Total	$396,375	$396,375

Annual Fee per Public School

375 Public Schools @ $825 per school $ 309,375

This is based on the current number of public schools in the state and a per school rate that would not exceed $825 per school. There are some North Dakota Schools that have voluntarily engaged in the Systems Accreditation process. Their per school fee is currently $750 per school. At the present time, that would account for about 120 of the schools, which would reduce this number by about $9000.

The per school rate would cover the web-based reporting tool for all schools in the state along with the technical and IT support for the use of that system. It would also include the use of the survey tools, standards and other diagnostic tools to be used for accreditation and other system of state-wide accreditation reporting and state annual assurances. Management of the external review visits would also be included in the per school fee.

There would not be a need for additional staff at NDDPI and current staff assigned to monitor statewide accreditation processes would be able to assume other duties with one person as the liaison with the statewide accreditation process regarding the implementation.

ASSIST Reporting $ 56,000

Annual Fee: ASSIST reporting fees would cover the reporting costs for additional statewide reporting for customized North Dakota State Assurances and PTESS reported annually by all schools; and alignment of the use of ASSIST tools to fulfill state reporting for Program Improvement and Schoolwide Title I requirements.

Training and Support for External Visits

75 Schools per Year @ $500 $ 37,500

Approximately one-fifth of the schools would host an external visit each year. The approximate costs for the training of the lead evaluators for those visits and support for those schools hosting visits would be about $500 per visit. This would support the lead evaluator's work with the school prior to the visit, leading of the team and the finalized visitation report.

The Department hereby requests an additional $ 799,750.00 in General Funds for the Statewide Accreditation System.

6. Principal and Teacher Evaluation System Support

As the Principal and Teacher Evaluation system moves forward, the Department requests the investment of additional funding to provide sustained support for statewide training

and implementation activities to advance new principal and teacher evaluation programs for all districts. The Department would issue grants with appropriate external associations (i.e. NDLEAD Center and Regional Education Associations) to conduct training and implementation activities with the guidance and assistance of the Department. These funds will provide the ability to create an ongoing and sustainable support framework to ensure continued deployment of approved principal and teacher evaluations for all districts. It will also support professional development opportunities for educators in the execution of the new systems. The proposed budgetary elements to support this work are as follows:

PK-12 School Leadership Task Force	$ 10,000.00
Continued work of the Principal/Teacher Evaluation Committee (PTESS)	$10,000.00
Additional unit travel expenses	$ 5,000.00
Management & Consulting Services	$ 25,000.00
Grants for External Training & Support	$ 130,000.00
REA Professional Development Grants	$ 120,000.00
Total amount requested for 15-17	**$300,000.00**

Breakdown of Expenditures:

PK-12 School Leadership Task Force

This section will cover administrative costs associated with the development of a task force to review leadership development of school administrators. Our purpose would be to focus on leadership education and development by convening stakeholders representation to review the current state of leadership development in the state; identifying programs, policies, practices, and assessments regarding leadership collaboratively develop through a 'think tank process' – what leadership development, programs, credentialing and assessment could be regarding ND school leadership, and create a forum/conduit for continuous development, feedback, and review of emerging leaders.

PTESS (Principal and Teacher Evaluation Statewide System)

This section will cover administrative costs associated with ongoing professional development for the PTESS system across the state. Costs include employee travel, materials, and general logistics.

NDLEAD Center Grant

This will provide continued financial support to NDLEAD for continued technical assistance with training and resources to support the TSE staff with the professional development of the PTESS statewide system and the leadership task force. The amount will cover staff time, travel, and materials related to expenses from the center and/or director.

Grants for External Training and Support

The TSE Unit plans to assist educational organizations with supportive partnerships for various aspects: including but not limited to initiatives for leadership professional

development, research, symposiums, or opportunities to collaborate with schools, universities, and various educational organizations.

REA Professional Development Grants
The TSE Unit plans to issue grants with REA's to assist in defraying costs of conducting training and implementation activities of the PTESS. The funds will assist in building statewide capacity to support the new evaluation systems in all public schools. With TSE guidance, REA's will be essential for supporting the PTESS in schools.

The Department hereby requests an additional $ 300,000.00 in General Funds for Principal and Teacher Evaluation System.

7. Adult Education Grant Funds

The Adult Education and Family Literacy Unit promotes and supports free programs that help adults over the age of 16 obtain basic academic and educational skills to be productive workers, family members, and citizens. Adult education classes provide a second opportunity for adult learners committed to improving their academic and career skills.

The North Dakota Department of Public Instruction receives federal funds ($900,422/year) under the Workforce Investment Act Title II and state funds ($1,600,000/year; NDCC 15.1-26) to support the operations and programs of seventeen (17) Adult Learning Centers (and 13 local satellite programs) located across the state.

Adult Education programs serve adults who are at least 16 years of age; are not enrolled or required to be enrolled in a secondary school under State Law; and who lack sufficient mastery of basic educational skills; do not have a secondary school diploma or its recognized equivalent; or cannot speak, read, or write the English language.

Services available in each Adult Learning Center include: reading/writing, science, social studies, math, computer literacy and other basic academic skills, English Language acquisition for adults who are unable to read, speak or write English, workplace and career planning and readiness, and GED test preparation.

In 2013, North Dakota Adult Learning Centers served over 3500 students including 1500 who received a GED and over 500 New Americans. The return on investment in 2013 was estimated at over $24 million.

Additional funds (granted to Adult Learning Centers) will allow them to address:

- Student waiting lists for instruction;
- ESL student increase (average of 300 each year are relocated to ND; due to lack of formal education and language acquisition, typical ESL students require 1.75 times as long as non-ESL students to make gains);

- 2014 WIA reauthorization requirements; expansion of college and career readiness standards into instruction;
- Growing need for additional satellite sites in rural areas; and,
- ALC infrastructure costs (salary, benefits, technology and distance education).

The Governor's Workforce Development Council has unanimously supported the Adult Education program and included the request for additional funds as one of their nine (9) recommendations to the Governor's Office.

The Department hereby requests an additional $ 1,858,000.00 in General Funds for Grants to Adult Education Learning Centers.

Flow-Thru State Grants

Department of Public Instruction
Flow-Thru State Grants Optional Budget Requests 2015-2017

1	2	3	4	5	6	7	
NUMBER	PASS-THROUGH GRANTS DESCRIPTION	2013-15 APPROPRIATION (base budget)	2015-17 REQUESTED INCREASE/DECREASE	TOTAL REQUESTED BUDGET	EXECUTIVE RECOMMENDED INCREASE	TOTAL EXECUTIVE RECOMMENDATION	
8	ESPB - National Board Certification	$ 120,000	$ -	$ 120,000		$ 120,000	
9	ESPB - Teacher Support Program	$ 2,300,000	$ 2,105,000	$ 4,405,000	$ 700,000	$ 3,000,000	/1
10	Gearing Up for Kindergarten	$ 675,000	$ 295,000	$ 970,000	$ -	$ 675,000	
11	Global Bridges	$ 150,000	$ -	$ 150,000	$ -	$ 150,000	
12	North Central Council of School Television	$ 535,000	$ -	$ 535,000		$ 535,000	
13	North Dakota Governor's School	$ 460,000	$ -	$ 460,000		$ 460,000	
14	North Dakota LEAD Center	$ 260,000	$ 7,500	$ 267,500	$ 7,500	$ 267,500	
15	North Dakota Museum of Art	$ 415,000	$ 20,000	$ 435,000	$ 20,000	$ 435,000	/2
16	North Dakota Teacher Center Network	$ 360,000	$ 180,000	$ 540,000	$ 54,000	$ 414,000	
17	Northern Plains Writing Project	$ 83,000	$ 24,000	$ 107,000	$ 10,000	$ 93,000	
18	Pathfinders Parent Project	$ 131,106	$ 19,000	$ 150,106	$ 15,000	$ 146,106	
19	Red River Writing Project	$ 90,000	$ 48,900	$ 138,900	$ 10,000	$ 100,000	
20	We the People Program	$ 20,000	$ 7,000	$ 27,000	$ 5,000	$ 25,000	
21	Young Entrepreneur Education Program	$ 120,000	$ 80,000	$ 200,000	$ 20,000	$ 140,000	
	TOTAL GENERAL FUNDS	**$ 5,719,106**		**$ 8,505,506**		**$ 6,560,606**	

/1 This additional increase was requested through OMB after the DPI budget was already submitted.

/2 This increase was funded in the Executive Budget as a one-time item.

Flow-thru Grants

8. Education Standards & Practices Board – National Board Certification

North Dakota Century Code 15.1-18.1-02 (1) (c) (1) provides authority for ESPB to approve no more than seventeen national board applications per year. The State share of this fee is $1250 with the federal government match those dollars for a total cost of $2500. If 17 applications were received at $1250 each, this assessment would cost $21,250 dollars or a total of $42,500 for the biennium. The federal match has dried up, we will be asking the 65rd Legislative Assembly for the $42,500 but would fund the entire assessment fee for 17 applicants for the entire biennium.

Under NDCC 15.1-18.1-02 (2), ESPB is authorized to pay for no more than three "recertification scholarships for national board certification." Each of these scholarships for recertification cost $1150 or a total of $3450 each year or a total of $6,900 for the biennium.

Under NDCC 15.1-18.1-02 (5) (a), the Board is authorized to pay $1000 to each individual teacher employed during the school year as a full-time classroom teacher. This number varies a bit each year as teachers move in and out of the classroom and the state. We have approximately 30 teachers that are nationally certified. This will cost the State approximately $30,000 each year or a total of $60,000 for the biennium. Our total request for National Board certification, recertification, and stipends is $120,000.

The Education Standards & Practices Board will continue with the current budget of $120,000 and is not seeking an increase.

9. Education Standards & Practices Board – Teacher Support Program

Maintenance Budget

Because our mentoring program has seen an increase of 100% in participation since the previous biennium (from 175 in 2011-12 to 350 first-year teachers this year) the initial funding, based on 250 participants, is no longer adequate. The maintenance budget would also continue the foundational Coaches Academy and some advanced support for Instructional Coaches that we have been providing.

We respectfully request an increase of $550,000 for a total maintenance request of $2,850,000 for the 2015-2017 biennium. (This replaces the request submitted within the DPI budget).

Optional Increased Support

As requested, we are providing proposals for some additional programs that would meet needs in the state. These are not in priority order.

1. Instructional Coach Support

   There is much that can be done to develop and support the work of Instructional Coaches in the state.

   - We would like to provide some training for principals and coaches together to clarify the roles coaches will play in the individual school. This could be done in regional areas of the state.
   - We would like to provide ongoing advanced training for coaches beyond the foundational Coaches Academy. Examples of this training might be Crucial Accountability training, advanced training provided by Learning Forward (on topics as leading professional learning communities, coaching classroom management, characteristics of effective coaching programs, coaching for equity) and Cognitive Coaching.
   - We would like to continue to expand involvement of coaches in a yearly event open to all coaches where they can network, connect and learn new skills. We presently do this through the Learning Forward North Dakota Annual Conference and would like to increase participation of coaches in the event.
   - We would like to explore how we might collaborate with other potential Teacher Leader development in the state such as NDSU's teacher leader courses and/or Learning Forward's Executive Leadership Program.

   The proposed cost of this proposal would be $400,000.

2. Induction Program Development

   With so many new teachers in the state, districts have a need for Induction Programs to support all of their new teachers, not just those who are new to the profession. Induction involves more than just mentoring. We would gather representatives from districts together to study research on induction, share the status of what is happening presently and work to develop Induction Program Standards or guidelines to help districts initiate or improve their local programs. We would also explore how we might work with REAs and/or tie this in with AdvancED standards. This would also include expansion of our Beginning Teacher Network grants that we presently award to REAs and/or districts.

   The proposed cost of the proposal would be $275,000.

3. Principal/Superintendent Mentor Program for new administrators

   This is a need we often hear from administrators. We believe the appropriate group to lead this effort would be the North Dakota LEAD Center rather than the Teacher Support System.

   They have a plan they would happily share with you with a proposed cost of $500,000.

4. In order to facilitate these programs there would be a need for increased staffing in the Teacher Support System. If all program were to be put into place, we believe we would

need 1.5 additional FTE with associated costs for space, equipment and travel.The proposed cost of the additional staffing would be $380,000, dependent on the acceptance of all of the proposals above.

The total cost of all the optional proposals above would be $2,105,000.

The total cost of the Maintenance Budget plus the options would be $4,405,000 with $500,000 of it going to the ND LEAD Center.

The Education Standards & Practices Board hereby requests an additional $ 2,105,000 in General Funds with $500,000 going to ND LEAD.

10. Gearing Up for Kindergarten

Gearing Up for Kindergarten is a parent involvement and school readiness program, with seven years of North Dakota research supporting its development. The research documents multiple positive impacts of this school readiness program for parents, students and schools/teachers. Reports can be reviewed at www.gearingupnd.org.

National research on school readiness and kindergarten entry indicates that teachers estimate 32 percent of children have some level of difficulty upon entering kindergarten and another 16 percent have greater issues impacting learning when entering kindergarten (combined total of 48 percent having concerns). There is no other school readiness program in ND that targets all interested 4 year-olds and their parents.

High quality early education programs are shown to produce more successful students, to ease the transition between home and school, and to increase social and academic abilities of children. The most critical period to prepare children for school success is between the ages of 0 and 5, or prior to their entry into kindergarten. Parents and schools working together can help to reduce the "readiness gap" that troubles many children who enter kindergarten.

A total of $625,000 was appropriated during the 2011 legislative session to initiate the Gearing Up for Kindergarten program in North Dakota. That amount increased to $675,000 during the 2013 legislative session, with the intent to expand to new sites. The NDSU Extension Service has worked in partnership with DPI to expand the program across the state; currently the demand for the program throughout the state exceeds funds available to provide the program. *An increase of $260,000 for school reimbursements and $35,000 for administering the program is requested from the 2015 legislative session to meet the demand for the program in the next biennium (total increase of $295,000).*

A partnership between the North Dakota Department of Public Instruction and the NDSU Extension Service made program implementation possible. During the 2013-2015 biennium a total of $675,000 was appropriated with $540,000 budgeted for direct reimbursements to schools offering the program and meeting criteria for implementation standards. The intent of the reimbursement is to support the budget necessary to reimburse teacher salaries. Additional costs

are covered by the school. The remaining $135,000 covers the salary costs of the program coordinator, part-time support staff, travel expenses, school training expenses and evaluation research and reporting.

Our budget request for the next biennium reflects the need to increase capacity to serve the increasing number of students/families and schools requesting the program, and also the increasing number of kindergarten students in the state. At the beginning of the last biennium, data indicated 7,200 public school kindergarten students registered compared to 8,822 registered in fall 2013.

If the average kindergarten population in North Dakota (public and private) is approximately 9,000 students, and a total of 1081 students were served in 2013-2014, then about 12% of all kindergarten students and their families participated for an average cost of $313 per family.

We anticipate that we will be able to fund 59 sessions for 2014-2015. At an average of 12 students per session, we will only be able to support 708 students/families, or 7.8% of the kindergarten population during the second year.

As the population increases, existing funds serve a smaller percentage of students. More funding is requested to serve more North Dakota students.

Gearing Up for Kindergarten hereby requests an additional $ 295,000.00 in General Funds.

11. Global Bridges

The ND School Boards Association requests that the funding for the Atlantik-Brucke stay at $150,000.00 so the study/tour of Germany may continue into the next biennium. The trip is organized by Atlantik-Brucke, a private non-partisan organization in Berlin that seeks to strengthen German/American relations. In June 2011, ten social studies teachers visited Frankfurt, Wiesbaden, St. Goar, Cologne, Dusseldorf, Potsdam, and Berlin. The group talked education, politics, history, nuclear energy, and economics with leaders in each field. Teachers return to their classrooms energized and excited to talk about the history and culture of Germany.

The Global Bridges Project will continue with the current budget of $150,000.00 and is not seeking an increase.

12. North Central Council of School Television

The North Central Council for School Television (NCCST) is a 54-year-old non-profit organization of North Dakota schools that put public broadcasting on the air to support and enhance school curriculum, from the beginning providing multimedia resources for classroom use and professional development in integrating those resources. Today, the NCCST contracts with Prairie Public to provide to provide a service unit to address unmet needs of its member schools and the families they serve:

- easily accessible, multimedia instructional resources available by broadcast and the Web
- professional development for teachers integrating multimedia resources
- cost effective programs that address literacy and school readiness deficiencies
- digital access to thousands of resources and lesson plans consistent with state education standards
- ndstudies.org, a multimedia website to support ND Studies and cross-curricular applications.

Through its partnership with Prairie Public, the NCCST is able to leverage the vast resources of both local and national public broadcasting, tap into public media grant opportunities, and establish relationships with other regional agencies to provide services advancing the engaging and enriching experiences motivating students to experience success. Going forward, the NCCST recognizes that to increase student achievement levels, effective teaching practices depend less on standardized textbooks and more on multimedia resources and learning modules to supplement local curriculum.

To cost-effectively use the limited but valuable resources available to North Dakota teachers, continue these services, provide for the future, but still be cognizant of the legislature's need to contain costs, the NCCST will continue with the current budget of $535,000 and is not seeking an increase. The budget continues support for obtaining engaging student learning activities, providing downloadable instructional video, accessing a wealth of other teacher and family resources, providing support for early childhood readiness trainings and initiatives, preK-12 professional development, and continued investment in the ndstudies.org multi-media website. As schools invest in more interactive technologies, projection systems, tablets, and other new technologies, and as more preK-12 educators look online for their teaching and learning opportunities, this service will provide the additional relevant resources and services easily accessible and readily available to all those involved in educating the youth of North Dakota both for success in school and in life.

The North Central Council of School Television will continue with the current budget of $535,000.00 and is not seeking an increase.

13. North Dakota Governor's School

North Dakota Governor's School (NDGS) is a six-week academic residential program for scholastically motivated North Dakota high school students who have completed their sophomore or junior years. During the program, NDGS scholars participate in one discipline, such as Laboratory Science, Mathematics, Information Technology, English Studies, Engineering, Architecture, and Visual or Performing Arts. NDGS offers high quality, concentrated instruction and guidance from knowledgeable and experienced NDSU faculty and staff through classroom experiences, discussion groups, labs, field trips, and other activities. The learning experiences within NDGS are neither acceleration nor an anticipation of particular course work in high school or college. NDGS scholars participate in a variety of individual and group projects that highlight many of the most exciting areas of design, innovation, research, and

performance. NDGS activities are designed to provide a learning environment that is not duplicated at scholars' home high schools.

Nearly 100 NDSU faculty and staff and local community members interact with NDGS scholars during this six-week program. A residence staff team develops strong relationships with scholars and supports them throughout this intense learning experience. Coordinators and instructors for each discipline provide enriching, meaningful, and relevant opportunities to learn dynamic content. Fine arts instructors, ethics lecturers, and design thinking facilitators push scholars beyond their current abilities and knowledge to pursue novel ideas. Finally, the administrative team works behind the scenes to ensure all stakeholders have what they need to ensure the successful operation of NDGS.

The North Dakota Governor's School will continue with the current budget of $460,000 and is not seeking an increase.

14. North Dakota LEAD Center

The mission of the ND LEAD Center is to "develop excellence in educational leadership" and the need for instructional leadership has risen over the past few years. With the new emphasis on teacher and principal evaluations, ND LEAD will play a significant role in developing the necessary critical leadership skills to support this transition.

The ND LEAD Center is requesting an increase of $7,500 for the 2015-17 biennium or an increase of 2.9% from the 2013-15 biennium. The ND LEAD Center has not receiving an increase in funding since 2009 while the costs to deliver services have increased as the costs of travel expenses, room rental, supplies, equipment and trainer fees have all risen.

Thank you for your consideration and for the opportunity to provide training and support for North Dakota's school leaders.

The ND LEAD Center hereby requests an additional $ 7,500.00 in General Funds.

15. North Dakota Museum of the Art

The North Dakota Museum of the Art is requesting a $20,000 increase to partially fund a vehicle for transporting art and programs throughout North Dakota.

This past year the North Dakota Museum of Art was declared ineligible to continue to use state vehicles by the North Dakota Department of Transportation State Fleet. Since 1996, the Museum had been declared eligible for such use through the University of North Dakota Transportation Department. This past season the ruling was changed.

The Museum staff used State cars for preliminary planning visits to participating sites, and State vans to assemble artwork that would be included in exhibitions, and to transport exhibitions and programs to rural communities throughout North Dakota.

Such vehicles were used primarily for the Museum's Rural Arts Initiative, which take exhibitions, visiting artists, and programs to rural communities throughout North Dakota. Every month from September through May the Museum would use State vans to move exhibitions from one small community to the next, plus occasional use for summer programs as well. For the past season we have had to rent in the commercial market.

The Museum has applied to Burlington Northern Santa Fe railroad foundation to purchase a cargo box van such the Dodge Ram Promaster Cargo, with a eight-foot ceiling, rear doors that open 260 degrees to allow for crates, and no wheel wells. BNSA limits initial requests to $10,000. Assuming the Museum is funded, an additional $20,000 will be needed to purchase the vehicle. We are requesting that amount in our budget for the coming season.

In the fall of 2004, the North Dakota Museum of Art launched a pilot education outreach program to encourage and empower rural school children, their teachers, their families, and their communities to actively participate in learning through the Museum's exhibitions and programs. Because most students live far from the Museum in Grand Forks, and have limited access to the arts in their own communities, the Museum takes exhibitions to them.

The art exhibitions are created to be relevant to local communities and can be integrated into school curricula. The Museum provides educational material targeted at specific age groups within the K-12 spectrum but the entire community in encouraged to participate. Visiting artists often accompany the exhibitions.

The ND Museum of the Art hereby requests an additional $ 20,000.00 in General Funds.

16. North Dakota Teacher Center Network

The ND Teacher Center Network (NDTCN) assists practicing teachers, education students and other educational personnel in professional learning opportunities to improve K-12 education. The NDTCN is able to be a contributor to professional learning and resource sharing through its partnerships with universities, colleges, local school districts and Regional Education Associations.

In the 2014-15 school year, each Teacher Center will be funded $20,000 per center for the fiscal year, which is a total of $180,000 per year for all nine centers. The NDTCN has carefully reviewed costs that each center incurs and our centers are not able to be funded and sustained along through state resources, without the support of our partner organizations. The approximate cost for salary and benefits to employ a half-time teacher center director is $34,175. The ND Teacher Center Network funding has not increased in several years. NDTCN has always maintained a policy that centers employ a director who is a licensed teacher and requires that the centers are open for at least 20 hours per week during the school year. Because the costs have

increased in all areas of employment, supplies, materials and resources, we are requesting funding of $30,000 per center, which would total $270,000 per year or $540,000 for this biennium. Centers will always need to maintain their partnerships with other supporting organizations, and this additional funding will continue the good work they are doing together and will take some of the financial strain off the partner organizations.

The ND Teacher Center Network hereby requests an additional $180,000.00 in General Funds.

17. Northern Plains Writing Project

NPWP currently receives $83,000 for two years, which is $41,500 a year. This budget is calculated to fall within the $41,500 amount. Teachers received $1,400 in stipends to offset a tuition cost of nearly $1,810, with teachers paying the difference themselves). The stipends paid out above were for 11 teachers and are included here as a projection for 11 teachers. However, enrollment fluctuates. Our highest enrollment has been 26 teachers, and we held Summer Institutes in both Bismarck and Minot. We request a **$12,000** per year increase, which is an additional **$24,000** or a total budget of $**107,000** for the following reasons:

- To cover an increase in teacher enrollment in the Summer & Advanced Institutes, which is to say, to increase the overall amount for stipends: **$4,000** per year
- To adjust the stipends to match increasing tuition costs: **$2,000** per year
- To cover the expense of sending one or two more teachers to both the regional NDCTE conference and the national NCTE conference; **$2,500** per year
- To increase the Office Manager's salary from $1,000 a semester to $2,000 a semester, which is to say from $2,000 a year to $4,000 a year (this stipend is paid to a full time Graduate Student who has participated in NPWP Institutes): **$2,000** per year
- To increase the available funding for an anthology from $2,000 to $5,000 (we have not been able to put out an anthology every year with current funding, but project a publication every two years): **$1,500** per year

The Northern Plains Writing Project hereby requests an additional $ 24,000.00 in General Funds.

18. Pathfinders Parent Project

The Pathfinder Parent Center is partially funded by the US Department of Education, Office of Special Education Programs to support ND families of children with disabilities ages birth through 26. During the 63rd Legislative Session we were awarded state dollars to enhance our early dispute resolution services, assist special education units with parent engagement and provide improved outreach to American Indian families.

Pathfinder is requesting an *increase* in funding for the 2015-2017 Biennium for three reasons.

1. The trend to reduce federal grants continues. Recall that in 2012 the US Department of Education stopped funding a $500,000.00 grant in every state in order to divert funds to charter schools. It is difficult to continue services or even to operate at all under those economic circumstances. The amount requested is much less than that amount.
2. The amount of funding requested during the 2013-2015 biennium was lowered after a $69,000.00 grant was awarded to Pathfinder by the Otto Bremer Foundation (May 2012 - June 2014). This grant partially covered the salary for the outreach coordinator. Pathfinder chose to reduce the amount requested from the State of ND during the last legislative session in order to be a good steward of state dollars.
3. The total amount received by Pathfinder for the biennium was $131,106.00. By increasing that amount to $150,106.00 we will be able to continue the program. We did not add on the full amount of the Bremer Grant. We have worked extensively with special education units, our American Indian and Multi-Cultural Advisory Committees and the dispute resolution office at the ND Department of Public Instruction to achieve efficiencies and considered the minimum amount of funding needed to maintain the program and improve services. In a time of economic prosperity for ND it is not realistic to expect a private foundation to continue to offer the same amount of funding every year and we have not submitted an additional grant at this time. In addition, the Foundation recently reduced grants awarded to other non-profits.

Pathfinder continues to provide a viable service to families and schools that saves the ND thousands of dollars not only by helping teams resolve problems early and avoid excess costs but by helping families to see that they have other options besides filing complaints or due process hearings.

The Pathfinders Parent Project hereby requests an additional $ 19,000.00 in General Funds.

19. Red River Writing Project

The Red River Valley Writing Project (RRVWP) is one of two National Writing Project (NWP) sites in North Dakota. Its mission is to improve the teaching of writing, K-16, in all subject areas. For the 2013-2015 biennium, we received $90,000. We effectively leveraged these funds to obtain 3 grants--a notable accomplishment, given the fact that the 2013-2014 academic year was a year of transition, in which the RRVWP moved from UND to NDSU. The goal of this transition was to reach more teachers and expand the site and programming.

Previously, NWP received funding from the U.S. Department of Education (DOE), which it passed through to NWP sites to fund teacher development activities. Now the NWP competes annually for DOE SEED grants, which it makes available to its regional sites on a competitive basis. There is no longer assurance of funding from the NWP, so university sites must be self-sustaining through university support and local funding. The RRVWP has applied for and received the two available grants from the NWP. NDSU is providing a course release for the Director of the RRVWP, funding for a summer intern, office space for the RRVWP, and administrative support to handle the grants.

For the 2015-2017 biennium, we request $138,900 in state DPI funding, which represents a $24,450 annual increase over the last biennium request. This will help us meet Common Core needs and expand the services we provide to ND teachers and students, including increasing our outreach to a greater number of North Dakota teachers, and allowing us to begin working directly with at-risk North Dakota students through our new "Young Author Camps." In addition, this increased state funding will provide essential leverage for securing additional grant funding.

To meet the challenges of the Common Core Writing Standards, to successfully compete for federal funds, and expand our services throughout the Red River Valley, the RRVWP plans to use state funding in 2015-17 for these activities:

- Multiple one to three-week summer workshops, for specific groups of teachers, on improving the use and teaching of writing to boost student achievement.
- An annual "Young Author Summer Workshop" aimed at at-risk youth
- Evening, one-day, and weekend workshops during the school year on specific aspects of writing instruction and the best uses of writing in the classroom.
- Professional study groups that meet monthly or bi-weekly during the school year to apply best practices research on the teaching and use of writing directly to the classroom.
- School- or district-requested in-service programs, including follow-up.
- Partnerships with specific schools to evaluate and improve the use and teaching of writing in those schools.
- Identifying teachers engaged in the best practices for the use and teaching of writing and developing their leadership potential within their schools and districts through travel support to national and regional conferences. These teachers are required to bring back what they learned as part of in-service programs for schools in the RRVWP region.

The Red River Writing Project hereby requests an additional $ 48,900.00 in General Funds

20. We the People Program

The We the People Program funding provides for North Dakota high school students to attend the State WTP competition and for the teacher training of government and/or social studies teachers. Held annually, teams from across the state compete in Bismarck and engage in a simulated congressional hearing competition. As students continue to engage in the congressional hearing civic education initiative; this authentic interactive model creates opportunities for civic growth and provides our young people with opportunities to learn more about the importance of civic engagement. The teacher professional development provides teachers with intensive pedagogical and content knowledge designed specifically to create and facilitate learning opportunities for North Dakota students. Funding will defray costs associated with conducting the State We The People competition as well was the professional development.

The We the People Program hereby requests an additional $ 7,000.00 in General Funds.

21. Young Entrepreneur Education Program

Since beginning in 2007, The North Dakota Youth Entrepreneurship Education Program has established itself as a regular summer event in eight ND communities: Bismarck, Wahpeton, Cavalier, Grafton, Jamestown, Williston, Belcourt and Grand Forks. In each community the Program partners with school districts, chambers of commerce, regional economic development groups, area campuses and local entrepreneurs to provide young, emerging entrepreneurs the opportunity to practice the skills associated with business creation, use of business-related technologies and start-up management.

The assessment and evaluation data we've collected indicate our success in increasing adolescents' knowledge about entrepreneurial skills, economics and personal finance plus enhancing their positive attitudes towards their own hometowns. Youth, parents and communities recognize the importance of these skills and attitudes as essential components for continuing economic development.

The 8 communities, in which we are established, are expected to contribute their fair share towards the operating budget of their local 1-week summer camp. The Legislative appropriation covers the remaining local costs and most of the program's statewide costs: Director's salary, office expenses and travel throughout the year to solidify and grow the Program.

Several new communities have expressed interest in establishing a youth entrepreneurship education program of their own, but the Program's growth is stifled by the lack of a part-time assistant to the Director, who has been running the Program alone since its inception. With a part-time assistant managing many of the administrative details associated with each camp during the year, the Director would have more time to pursue missed funding opportunities and satisfy the requests from new communities.

The North Dakota Youth Entrepreneurship Education Program hereby requests an additional $80,000.00 in General Funds.

The Young Entrepreneur Education Program hereby requests an additional $ 80,000.00 in General Funds.

.

Flow Through Grant Required Annual Report

Report period: July 1 - 2013 through June 30, 2014

PASS-THROUGH GRANTS DESCRIPTION	Total Cost	Grant funds requested thru NDDPI	Cost per Participant	Program Summary/Outcomes
Business Manager Training	$255,500 over 5 years	$66,000	$75/credit hour	The program fosters continued professional growth by expanding knowledge and skills of business managers in North Dakota. There were thirty-seven participants as of June 30th, 2014.
ESPB - National Board Certification	$36,250	$36,250	$1,394.23	Teachers are paid $1,000 stipends at the end of each school year while they maintain NBPTS certification. Assessment fees are paid for teachers challenging the NBPTS process.
ESPB - Teacher Support Program	$911,363	$600,000	$2,998 per first-year teacher; $313 per coach	The Teacher Support System provided mentoring support for 292 first-year teachers and training for 115 instructional coaches during the 12-14 school year. Of those teachers who participated in our program as mentees in the first year of our program (2009-2010), 81% are still teaching in North Dakota five years later.
Gearing Up for Kindergarten	$381,303	$381,303	$352/family	Parents and their 4 year old attend a series of 10-16 sessions prior to entering kindergarten. School readiness indicators related to literacy and reading showed a 20-30% increase and indicators related to math showed a 15-25% readiness increase.
Global Bridges	$29,761	$30,000	$2,976.10	Ten individuals participated in the Youth Leaders Program held in China, Israel, and Eastern Europe. North Dakota also hosted a symposium on energy development for members of Global Bridges in Bismarck.

North Central Council of School Television	$406,857	$267,500	$1.78/child	Through its partnership with the state of North Dakota and Prairie Public, the NCCST has tapped into public media grant opportunities and other regional education agencies to provide services in the advancement of the STEM curriculum and well as the local arts, history, culture and energy issues. The NCCST also provides an early childhood support program offering workshops and trainings for early learning educators, parents and caregivers. Professional development opportunities have trained hundreds of pre K-12 educators in all curricular areas.
North Dakota Governor's School	$260,000	$230,000	$3,421	The North Dakota Governor's School (NDGS) strives to provide a six-week residential interdisciplinary summer program of study to intellectually develop and challenge academically able high school juniors a nd seniors. 78% of scholars reported that they learned much more about a subject at NDGS than at their home schools. The remaining 22% reported that they learned somewhat more about a subject. When asked to grade NDGS on a traditional letter scale (e.g., A=4) by our scholars, NDGS earned a 3.89.
North Dakota LEAD Center	$316,593	$130,000	$80.34	Some of the workshops provided include: Collaborate 21, Effective Communication, Professional Learning Communities, Leading Effective Change, Instructional Leadership Academy, Principal Leadership Series, Services provided include: Principal and Teacher Evaluation System Support (PTESS) presentations, online 360 Evaluations for school leaders, and assistance with development of the PTESS ND Guidelines.
North Dakota Museum of Art	$207,500	$207,500	$4.55	The Museum staff work closely with local communities to develop arts leaders capable of expanding the cultural environments for their own population. They recruit volunteers to secure the artwork and to be docents who lead tours. Whereas the Museum provide marketing materials the local community is responsible for publicity and reaching out to potential audiences including surrounding school districts. This often leads small communities to establish their own local art centers, galleries, and multi-use arts facilities for which the Museum staff serve as resources on subjects as diverse as proper lighting to identifying artists to conduct workshops and mount other exhibitions.

North Dakota Teacher Center Network	$341,441 (includes $97,879 of in-kind)	$180,000	$41.00	Teacher Centers help practicing teachers, education students and other educational personnel increase their knowledge and skills to improve student learning. Teacher Centers provide professional development and access to instructional resources, hands-on materials and educational equipment. Teacher Centers collaborate with other organizations and serve as a facilitator between K-12 schools, REAs, state and federal agencies, and institutions of higher education. Teacher Centers offer much more than just workshops and classes for teachers and education students. Centers also help teachers learn best practices and implement new knowledge and skills in their classrooms.
Northern Plains Writing Project	$51,500	$41,500	$381	The Writing Project brings professional development to teachers by helping them obtain graduate degrees like the M.Ed., earn graduate credits for re-certification or lane changes in a program of professional development more rigorous and intense than ED 500 workshop credits. More graduate level work and more professional development of quality leads to better quality in our teachers and their instruction. Because of the intense 4 week Institute, teachers bond and become a support for one another, and they continue acting as leaders in promoting educational reform in their own schools, regionally through becoming members of NDCTE, and nationally through NCTE.
Pathfinders Parent Project	$47,084	$42,468	not identifiable	The Outreach Program is designed to strengthen the information and resources available to diverse parents in ND who have children with learning difficulties. The program provides an outreach coordinator who works directly with families, reservation communities and the ELL work group to provide information and education for diverse families in our state.
Red River Writing Project	$55,399	$37,899	$93.74	The Red River Valley Writing Project conducted summer workshops for teacher and academic year professional development presentations, study, and writing groups, totaling 2,326 educator contact hours. Youth/student/community writing activities, through partnerships with local libraries and the Plains Art Museum, totaling 322 contact hours. Educator programs included one-week and intensive summer/fall workshops focusing on aspects of the Common Core State Standards for writing; workshops with authors; intensive writing workshops; and planning and needs assessment for a partnership with Circle of Nations School in Wahpeton (for programming in 2014-2015).

We the People Program	$30,000	$27,000	not identifiable	State funds defray costs associated with conducting the State We The People competition as well as teacher professional development. More than 16,000 ND students have been engaged in using this curriculum across the state. 175 students attended the ND WTP State Competition in January with a culminating event called a Simulated Congressional Hearing. Students shared their knowledge with 18 judges who probed comprehension and understanding about the Constitution and associated fundamental principles.
Young Entrepreneur Education Program	$79,399.75	$60,000	$371.03	Youth and teachers become successful entrepreneurs and innovative community leaders. Pre/Post data indicate tremendous learning growth in personal economics, entrepreneurial aspirations and free market economics.

School Finance Statistics

K-12 Funding Update

Jerry Coleman – Director
School Finance

Table of Contents

ND K-12 2014-15 Statistics	1
ND Population Historical Overview	2
County Population Estimates 2013	3
North Dakota School District Enrollment	4
North Dakota Resident Births	5
Observations	6
ND Public K-12 Enrollment Cohorts	7
ND Teacher Base Salary and FTE History	8
US Average Teacher Salary Map	9
US Average Teacher Salary Listing	10
NCES Estimated Average Salary – Selected Years	11-12
ND K-12 Statistical History	13
North Dakota K-12 Funding Formula	14
State Aid to Schools Payment Worksheet	15-16
State Aid to Schools Appropriation History	17

DEPARTMENT OF PUBLIC INSTRUCTION
Kirsten Baesler, Superintendent
600 East Boulevard Avenue Dept. 201
Bismarck, North Dakota 58505-0440

ND K-12
2014-15 Statistics

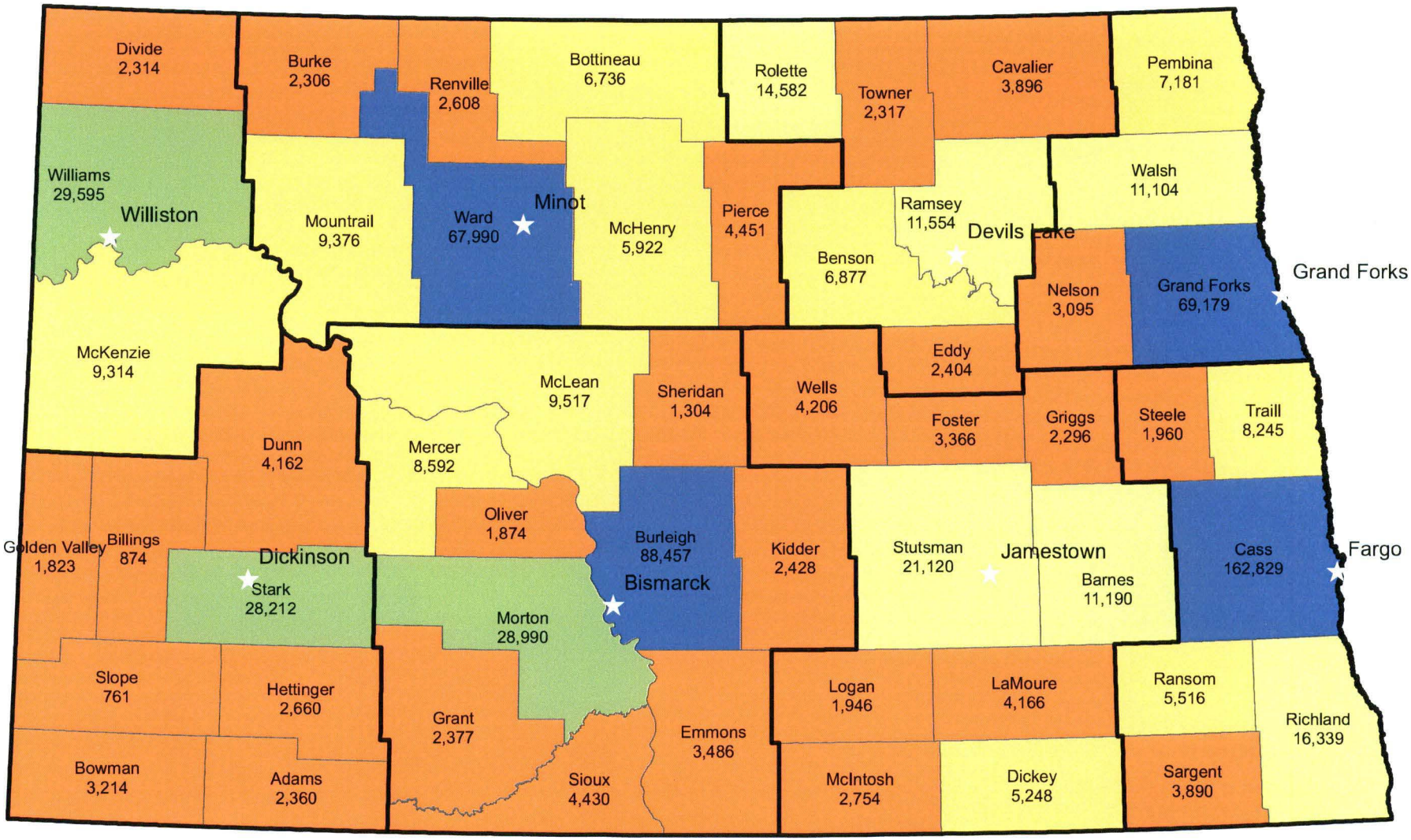
	Public Districts	Non-Public	State Institutions	BIE	Sp Ed Units	Vo Ed Centers	Total
LEAs	179	41	4	5	31	12	272
Schools	372	50	4	6	0	0	432
K-12 Enrollment	104,278	6,473	81	1,599	0	0	112,431
Licensed Staff	10,318	709	75	237	380	130	11,849
Non-licensed Staff	6,145	691	75	179	227	50	7,367
Graduates	6,775	357	33	25	0	0	7,190

ND Department of Public Instruction

ND Population
Historical Overview

1930	680,845
1940	641,935
1950	619,636
1960	632,446
1970	617,761
1980	652,717
1990	638,800
2000	642,200
2010	672,591
2013 (est.)	**723,393**

COUNTY POPULATION ESTIMATES
2013



Statewide Population Estimate: 723,393

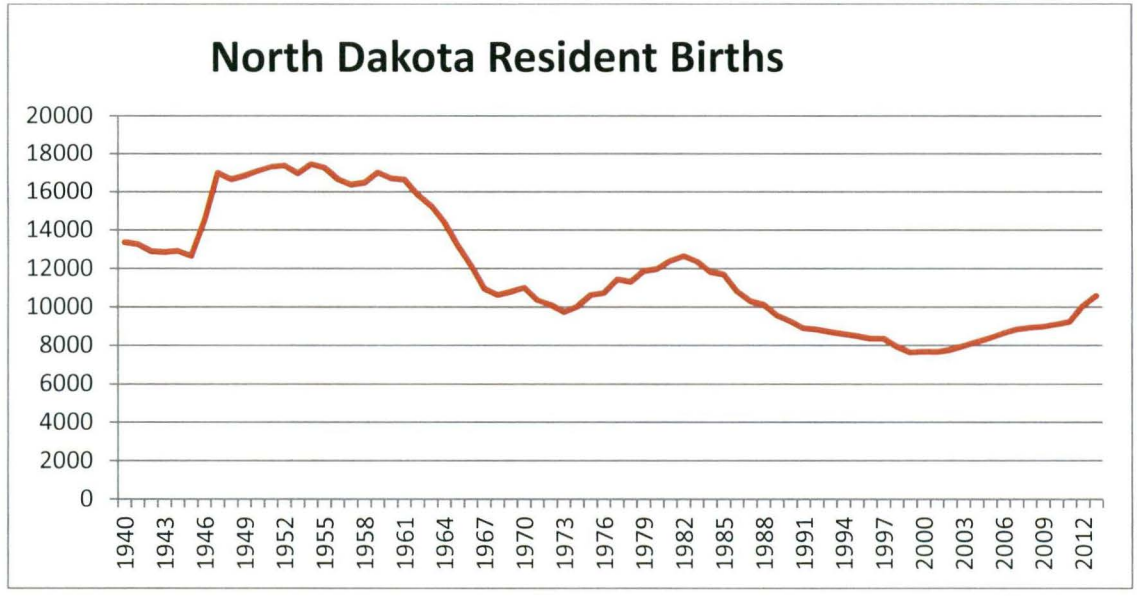
761 to 4,999 | 5,000 to 9,999 | 10,000 to 24,999 | 25,000 to 64,999 | 65,000 to 162,829

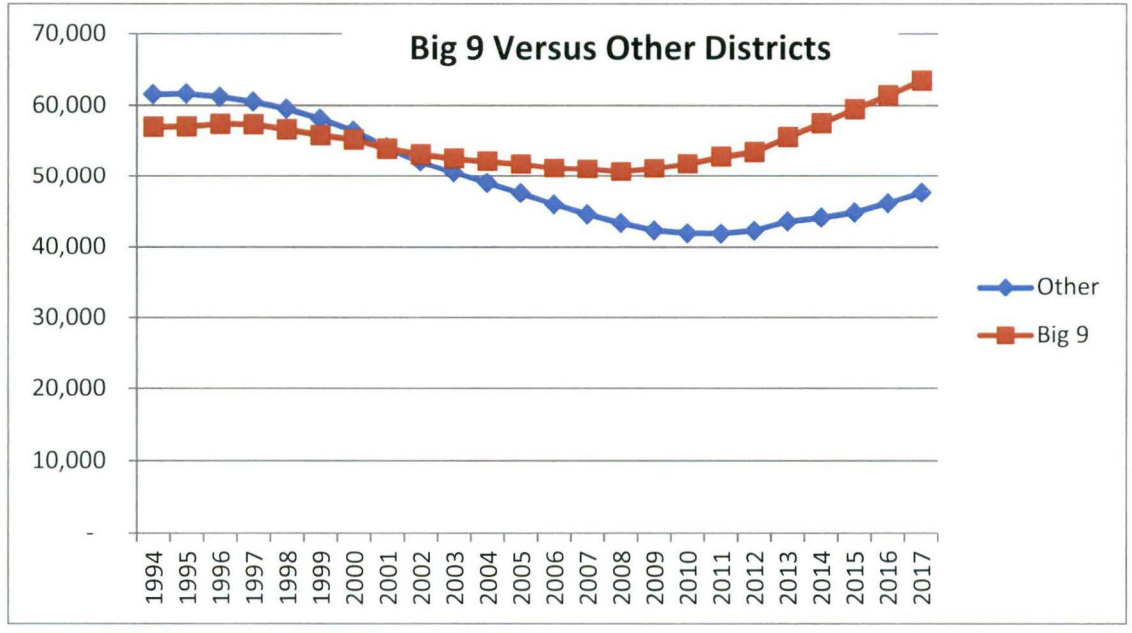
Source: US Census Bureau, Population Estimates

Prepared by: North Dakota Census Office, Mar 2014

North Dakota Public K-12 Enrollment

School Year	Other	Big 9	Grand Total
1994	61,515	56,997	118,512
1995	61,604	57,045	118,649
1996	61,158	57,407	118,565
1997	60,484	57,332	117,816
1998	59,504	56,599	116,103
1999	58,111	55,818	113,929
2000	56,460	55,245	111,705
2001	54,120	53,974	108,094
2002	52,082	53,135	105,217
2003	50,444	52,569	103,013
2004	49,000	52,137	101,137
2005	47,568	51,756	99,324
2006	45,958	51,162	97,120
2007	44,560	51,040	95,600
2008	43,379	50,678	94,057
2009	42,306	51,100	93,406
2010	41,914	51,801	93,715
2011	41,878	52,851	94,729
2012	42,274	53,504	95,778
2013	43,590	55,602	99,192
2014	44,116	57,540	101,656
2015	44,839	59,439	104,278
2016	46,167	61,392	107,559
2017	47,629	63,424	111,053





Big 9 - Fargo, Bismarck, Grand Forks, West Fargo, Minot, Mandan, Dickinson, Williston, Jamestown (enr. over 2,000).

Prepared by School Finance, 11/2015

2016 and 2017 projected using 5 year cohort survival routine

North Dakota Resident Births

[redacted]esidence	1998	1999	2000	2001	2002	2003	[redacted]	2005	2006	2007	2008	2009	2010	2011	2012	[redacted]3
ADAMS	19	16	23	15	15	18	18	25	17	22	17	29	19	20	30	27
BARNES	136	112	105	102	127	112	113	101	107	100	111	112	112	113	117	130
BENSON	122	135	129	126	134	145	147	153	168	149	147	122	131	143	162	137
BILLINGS	7	6	6	10	8	7	6	8	7	9	5	7	5	7	10	19
BOTTINEAU	49	51	51	45	62	62	62	64	63	65	64	64	62	75	60	73
BOWMAN	34	18	33	28	30	26	30	27	28	38	39	37	38	37	45	44
BURKE	9	17	17	18	19	17	15	18	24	15	20	20	21	25	36	32
BURLEIGH	827	809	881	865	858	918	948	956	1017	1055	1024	1069	1086	1134	1211	1224
CASS	1607	1634	1635	1727	1712	1843	1794	1934	2006	2055	2096	2170	2156	2239	2363	2463
CAVALIER	41	30	35	38	48	34	30	36	37	29	27	34	37	49	31	45
DICKEY	56	59	75	65	71	69	68	76	75	68	78	68	54	26	62	68
DIVIDE	11	12	11	19	15	13	18	13	20	18	9	19	18	26	23	33
DUNN	24	31	31	38	25	33	32	37	28	33	32	32	41	41	48	62
EDDY	32	27	26	21	18	28	21	22	27	27	21	23	24	19	27	28
EMMONS	42	30	29	36	34	38	27	34	29	34	24	22	33	20	25	29
FOSTER	46	40	29	31	33	41	34	50	46	39	27	32	28	25	38	39
GOLDEN VALLEY	16	15	15	19	13	13	17	8	16	11	22	17	19	19	23	20
GRAND FORKS	968	835	889	788	859	864	904	883	950	956	994	908	978	904	965	959
GRANT	24	19	17	27	14	10	17	20	22	11	20	21	22	23	22	33
GRIGGS	18	19	20	12	19	19	17	20	23	26	15	25	23	19	17	23
HETTINGER	22	28	18	18	15	17	23	16	17	15	20	21	27	30	25	41
KIDDER	17	27	27	22	24	24	14	29	22	28	21	24	32	21	29	31
LAMOURE	46	24	41	39	49	42	49	47	41	53	35	28	38	23	48	46
LOGAN	26	17	17	23	15	18	14	15	17	17	18	17	18	16	22	18
McHENRY	63	53	56	54	48	57	57	50	49	57	55	55	63	58	83	63
McINTOSH	24	28	32	23	27	18	29	34	20	27	25	24	33	14	25	30
McKENZIE	66	67	70	60	59	54	69	60	64	60	80	91	53	109	114	176
McLEAN	87	94	76	68	68	80	74	78	73	67	76	82	101	102	128	99
MERCER	78	69	74	81	71	67	67	69	93	66	74	107	99	92	99	102
MORTON	313	301	287	284	308	314	307	340	350	367	364	390	362	401	431	424
MOUNTRAIL	75	93	88	97	81	90	117	88	115	108	127	113	128	143	160	142
NELSON	26	21	34	28	28	20	31	17	29	19	22	28	32	33	29	33
OLIVER	13	17	13	17	16	16	16	19	7	24	18	18	16	20	18	26
PEMBINA	73	78	90	79	78	76	71	85	70	84	65	81	73	78	74	70
PIERCE	48	44	39	58	41	46	38	44	32	43	53	41	37	43	51	58
RAMSEY	156	132	144	156	150	135	136	138	154	139	162	141	167	172	141	143
RANSOM	69	56	55	55	63	70	62	69	60	70	70	54	61	61	73	53
RENVILLE	26	18	14	19	33	20	28	20	24	13	25	34	32	32	29	33
RICHLAND	203	206	196	185	227	187	207	213	190	206	203	184	191	95	183	190
ROLETTE	267	247	276	294	264	279	316	305	317	289	319	299	311	297	292	313
SARGENT	50	42	47	60	36	40	41	48	31	44	49	31	38	23	38	42
SHERIDAN	10	9	10	9	10	NR	NR	7	6	11	7	9	12	7	11	18
SIOUX	104	98	99	74	100	107	95	122	118	103	97	98	87	98	107	80
SLOPE	10	7	7	8	12	7	NR	6	0	9	6	16	11	7	8	12
STARK	262	266	249	251	242	269	302	256	265	290	289	306	301	339	398	484
STEELE	20	20	11	14	18	13	17	18	21	13	24	12	19	19	25	17
STUTSMAN	191	234	192	221	199	220	224	218	218	236	219	222	232	216	227	255
TOWNER	21	15	13	17	25	20	16	18	20	16	19	18	14	19	32	30
TRAILL	92	97	78	70	105	81	83	84	95	100	98	91	91	103	89	100
WALSH	159	154	147	131	125	126	109	144	138	139	146	132	122	114	144	149
WARD	951	875	856	876	855	903	985	968	968	1003	1039	1028	998	1070	1109	1210
WELLS	35	45	45	36	39	32	33	35	36	36	30	43	29	43	44	35
WILLIAMS	239	238	218	207	210	213	224	236	246	306	284	305	353	372	471	580
Total	7930	7635	7676	7664	7755	7976	8179	8381	8616	8818	8931	8974	9088	9234	10072	10591

Observations

- ND Demographics continue to change.
- Enrollment in public schools declined by 25,000 students over a 15 year period ending 2010.
- School Districts declined by 70 over the same period.
- The number of teachers remained relatively constant.
- Births reached a record low in 2001 and have been rising since then.
- Grades K-3 average 8,750, Grades 4-12 average 7,700.
- Entering Kindergarten are 9,000, exiting Seniors are 7,400.
- Statewide projections show moderate enrollment increases over the next decade. We expect enrollments to increase by 3,500 annually.
- 60% of ND students are served in ND's major cities where enrollments are expected to steadily increase.
- Many small rural school districts will continue to experience declines.
- Impact from rapid oil development is still a big unknown.

ND Public K-12 Enrollment
Fall Enrollment Unduplicated Count
Note: Years after 2014-15 are projected

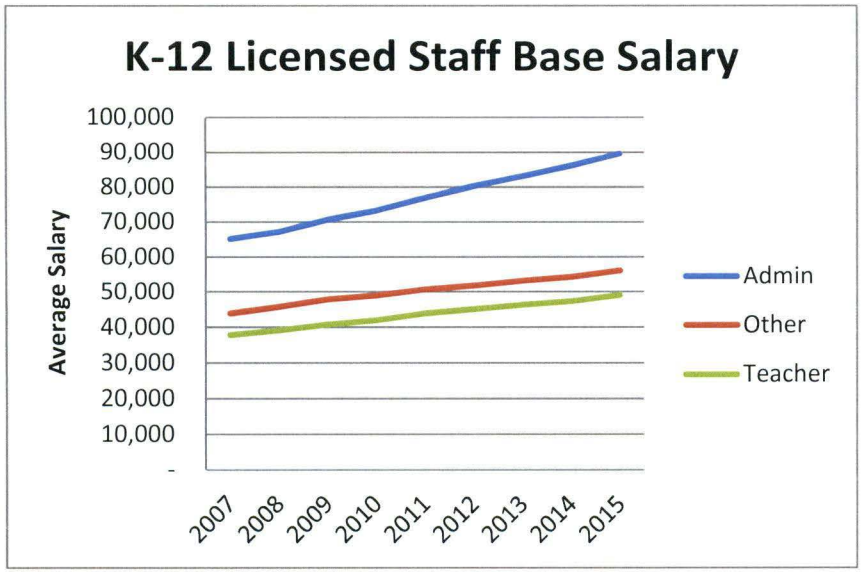
Grade	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	Projected --> 2015-16	2016-17	2017-18
Kindergarten	6,890	6,663	6,578	6,648	6,729	7,214	7,470	7,445	8,236	8,575	8,822	9,033	9,216	9,313	9,601
Grade 1	7,139	7,130	6,907	6,704	6,827	6,744	7,147	7,478	7,517	8,366	8,605	8,901	9,135	9,329	9,431
Grade 2	7,051	6,965	6,916	6,747	6,511	6,748	6,725	7,195	7,487	7,707	8,401	8,642	9,015	9,253	9,466
Grade 3	7,039	7,052	6,913	6,907	6,787	6,541	6,839	6,914	7,225	7,723	7,853	8,417	8,797	9,187	9,424
Grade 4	7,218	7,079	7,014	6,929	6,931	6,812	6,547	6,972	7,025	7,379	7,817	7,989	8,584	8,986	9,399
Grade 5	7,600	7,323	7,077	7,001	6,983	6,962	6,904	6,675	7,023	7,291	7,531	7,953	8,173	8,787	9,219
Grade 6	7,827	7,703	7,299	7,130	7,036	7,074	7,089	7,140	6,884	7,338	7,462	7,809	8,235	8,474	9,145
Grade 7	8,084	8,002	7,877	7,465	7,289	7,218	7,249	7,367	7,320	7,254	7,585	7,661	8,113	8,554	8,821
Grade 8	8,203	8,106	7,987	7,868	7,467	7,360	7,303	7,297	7,421	7,496	7,335	7,638	7,775	8,238	8,695
Grade 9	8,804	8,534	8,461	8,262	8,045	7,670	7,572	7,578	7,462	7,796	7,776	7,672	7,962	8,103	8,563
Grade 10	8,603	8,499	8,235	8,174	8,002	7,855	7,683	7,682	7,517	7,515	7,707	7,678	7,632	7,918	8,069
Grade 11	8,396	8,186	7,992	7,961	7,802	7,620	7,563	7,415	7,354	7,414	7,414	7,458	7,494	7,452	7,731
Grade 12	8,283	8,120	7,864	7,804	7,643	7,588	7,624	7,563	7,308	7,338	7,348	7,427	7,428	7,459	7,418
Total	101,137	99,362	97,120	95,600	94,052	93,406	93,715	94,721	95,779	99,192	101,656	104,278	107,559	111,053	114,982

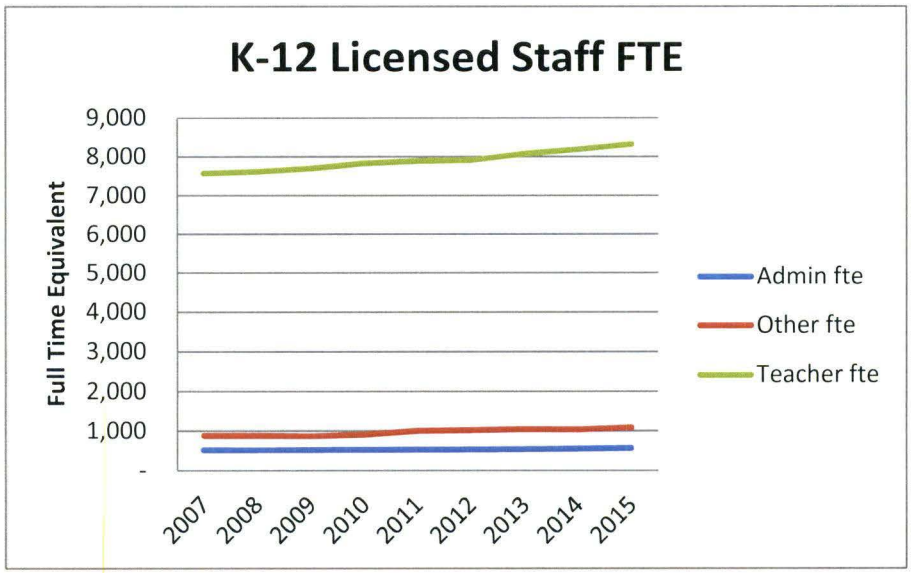
ND T[redacted] Base Salary and FTE History

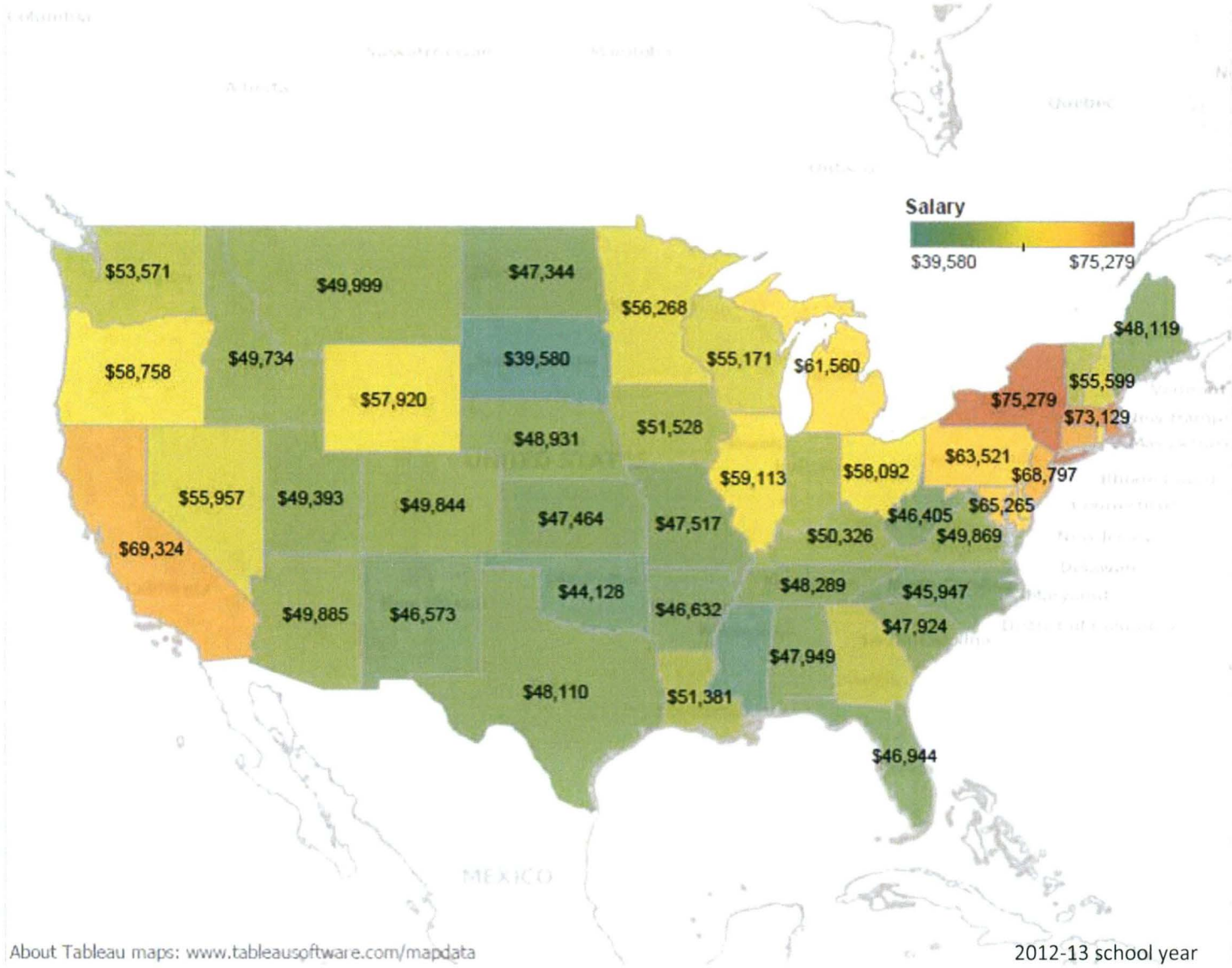
School Year	Licensed FTE Admin fte	Other fte	Teacher fte	Average Salary Admin	Other	Teacher	K-12 Enr	Enr/FTE Ratio	
2007	516	882	7,568	65,118	43,887	37,840	95,600	10.7	
2008	511	875	7,609	67,120	45,725	39,137	94,057	10.5	
2009	517	866	7,697	70,608	47,794	40,750	93,406	10.3	
2010	521	902	7,829	73,156	48,923	41,977	93,715	10.1	
2011	528	1,006	7,881	76,885	50,635	43,852	94,729	10.1	
2012	535	1,017	7,911	80,268	51,711	45,072	95,778	10.1	
2013	533	1,045	8,076	83,074	53,124	46,275	99,192	10.3	
2014	552	1,039	8,192	86,115	54,245	47,231	101,656	10.4	
2015	563	1,088	8,322	89,565	56,033	48,980	104,278	10.5	est.

Licensed personnnel (FTE)

- Teachers include classroom teachers, MR special education, SLD and ED, physical education, music, art, career and technology, Title I and any other type of teacher.
- Other licensed staff includes assistant directors, coordinators, counselors or counselor designates, county superintendents and assistant or deputy county superintendents, directors, instructional programmers, library media specialist, pupil personnel, school psychologist, speech pathologist and supervisors.
- Administrators include principals and assistant principals, superintendents and assistant or deputy superintendents.






Salary
$39,580
$75,279
$53,571
$49,999
$47,344
$56,268
$48,119
$58,758
$49,734
$39,580
$55,171
$61,560
$55,599
$57,920
$75,279
$73,129
$48,931
$51,528
$63,521
$59,113
$58,092
$68,797
$55,957
$49,393
$49,844
$47,464
$47,517
$46,405
$65,265
$50,326
$49,869
$69,324
$48,289
$45,947
$44,128
$49,885
$46,573
$46,632
$47,924
$47,949
$48,110
$51,381
$46,944
MEXICO
About Tableau maps: www.tableausoftware.com/mapdata
2012-13 school year

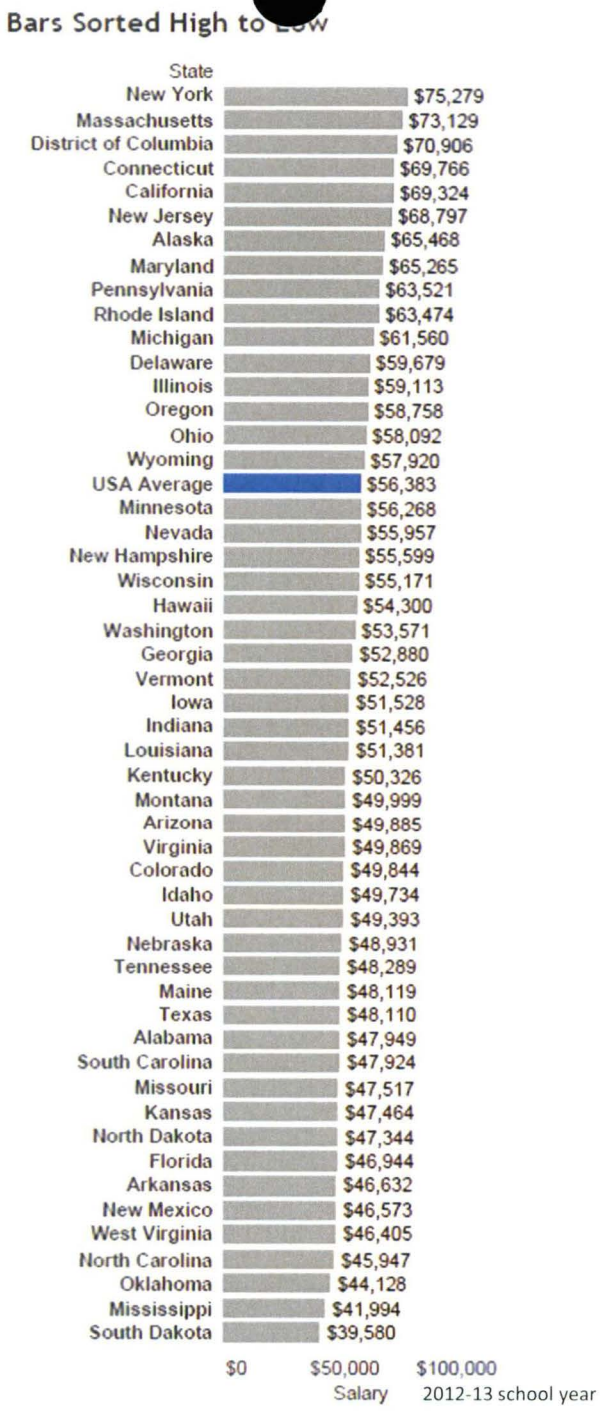

Bars Sorted High to Low
State
New York $75,279
Massachusetts $73,129
District of Columbia $70,906
Connecticut $69,766
California $69,324
New Jersey $68,797
Alaska $65,468
Maryland $65,265
Pennsylvania $63,521
Rhode Island $63,474
Michigan $61,560
Delaware $59,679
Illinois $59,113
Oregon $58,758
Ohio $58,092
Wyoming $57,920
USA Average $56,383
Minnesota $56,268
Nevada $55,957
New Hampshire $55,599
Wisconsin $55,171
Hawaii $54,300
Washington $53,571
Georgia $52,880
Vermont $52,526
Iowa $51,528
Indiana $51,456
Louisiana $51,381
Kentucky $50,326
Montana $49,999
Arizona $49,885
Virginia $49,869
Colorado $49,844
Idaho $49,734
Utah $49,393
Nebraska $48,931
Tennessee $48,289
Maine $48,119
Texas $48,110
Alabama $47,949
South Carolina $47,924
Missouri $47,517
Kansas $47,464
North Dakota $47,344
Florida $46,944
Arkansas $46,632
New Mexico $46,573
West Virginia $46,405
North Carolina $45,947
Oklahoma $44,128
Mississippi $41,994
South Dakota $39,580
$0
$50,000
$100,000
Salary
2012-13 school year

Table 211.60. Estimated average annual salary of teachers in public elementary and secondary schools, by state: Selected years, 1969-70 through 2012-13

	Current dollars							Constant 2012-13 dollars[1]							
State	1969-70	1979-80	1989-90	1999-2000	2009-10	2011-12	2012-13	1969-70	1979-80	1989-90	1999-2000	2009-10	2011-12	2012-13	Percent change, 1999-2000 to 2012-13
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States	**$8,626**	**$15,970**	**$31,367**	**$41,807**	**$55,202**	**$55,418**	**$56,383**	**$52,830**	**$47,592**	**$57,152**	**$57,133**	**$58,925**	**$56,340**	**$56,383**	**-1.3**
Alabama	6,818	13,060	24,828	36,689	47,571	48,003	47,949	41,757	38,920	45,237	50,139	50,779	48,802	47,949	-4.4
Alaska	10,560	27,210	43,153	46,462	59,672	62,425	65,468	64,675	81,088	78,626	63,495	63,696	63,464	65,468	3.1
Arizona	8,711	15,054	29,402	36,902	46,952	48,691	49,885	53,350	44,862	53,571	50,430	50,119	49,501	49,885	-1.1
Arkansas	6,307	12,299	22,352	33,386	46,700	46,314	46,632	38,627	36,652	40,726	45,625	49,850	47,085	46,632	2.2
California	10,315	18,020	37,998	47,680	68,203	68,531	69,324	63,174	53,701	69,234	65,159	72,803	69,672	69,324	6.4
Colorado	7,761	16,205	30,758	38,163	49,202	49,049	49,844	47,532	48,292	56,042	52,153	52,520	49,865	49,844	-4.4
Connecticut	9,262	16,229	40,461	51,780	64,350	69,465	69,766	56,725	48,363	73,721	70,762	68,690	70,621	69,766	-1.4
Delaware	9,015	16,148	33,377	44,435	57,080	58,800	59,679	55,212	48,122	60,814	60,724	60,930	59,779	59,679	-1.7
District of Columbia	10,285	22,190	38,402	47,076	64,548	68,720	70,906	62,990	66,128	69,970	64,334	68,901	69,864	70,906	10.2
Florida	8,412	14,149	28,803	36,722	46,708	46,479	46,944	51,519	42,165	52,480	50,184	49,858	47,253	46,944	-6.5
Georgia	7,276	13,853	28,006	41,023	53,112	52,938	52,880	44,562	41,283	51,028	56,062	56,694	53,819	52,880	-5.7
Hawaii	9,453	19,920	32,047	40,578	55,063	54,070	54,300	57,895	59,363	58,391	55,453	58,777	54,970	54,300	-2.1
Idaho	6,890	13,611	23,861	35,547	46,283	48,551	49,734	42,198	40,562	43,475	48,578	49,404	49,359	49,734	2.4
Illinois	9,569	17,601	32,794	46,486	62,077	57,636	59,113	58,605	52,452	59,752	63,527	66,264	58,595	59,113	-6.9
Indiana	8,833	15,599	30,902	41,850	49,986	50,516	51,456	54,098	46,486	56,304	57,192	53,357	51,357	51,456	-10.0
[redacted]	8,355	15,203	26,747	35,678	49,626	50,240	51,528	51,170	45,306	48,734	48,757	52,973	51,076	51,528	5.7
[redacted]sas	7,612	13,690	28,744	34,981	46,657	46,718	47,464	46,620	40,797	52,372	47,805	49,804	47,496	47,464	-0.7
Kentucky	6,953	14,520	26,292	36,380	49,543	49,730	50,326	42,584	43,271	47,905	49,717	52,884	50,558	50,326	1.2
Louisiana	7,028	13,760	24,300	33,109	48,903	50,179	51,381	43,043	41,006	44,275	45,246	52,201	51,014	51,381	13.6
Maine	7,572	13,071	26,881	35,561	46,106	47,338	48,119	46,375	38,952	48,978	48,597	49,216	48,126	48,119	-1.0
Maryland	9,383	17,558	36,319	44,048	63,971	63,634	65,265	57,466	52,324	66,174	60,196	68,285	64,693	65,265	8.4
Massachusetts	8,764	17,253	34,712	46,580	69,273	71,721	73,129	53,675	51,415	63,246	63,656	73,945	72,915	73,129	14.9
Michigan	9,826	19,663	37,072	49,044	57,958	61,560	61,560	60,179	58,597	67,546	67,023	61,867	62,585	61,560	-8.2
Minnesota	8,658	15,912	32,190	39,802	52,431	54,959	56,268	53,026	47,419	58,651	54,393	55,967	55,874	56,268	3.4
Mississippi	5,798	11,850	24,292	31,857	45,644	41,646	41,994	35,510	35,314	44,261	43,535	48,722	42,339	41,994	-3.5
Missouri	7,799	13,682	27,094	35,656	45,317	46,406	47,517	47,765	40,773	49,366	48,727	48,373	47,178	47,517	-2.5
Montana	7,606	14,537	25,081	32,121	45,759	48,546	49,999	46,583	43,321	45,698	43,896	48,845	49,354	49,999	13.9
Nebraska	7,375	13,516	25,522	33,237	46,227	48,154	48,931	45,168	40,279	46,502	45,421	49,345	48,955	48,931	7.7
Nevada	9,215	16,295	30,590	39,390	51,524	54,559	55,957	56,437	48,560	55,736	53,830	54,999	55,467	55,957	4.0
New Hampshire	7,771	13,017	28,986	37,734	51,443	54,177	55,599	47,593	38,791	52,813	51,567	54,912	55,079	55,599	7.8
New Jersey	9,130	17,161	35,676	52,015	65,130	67,078	68,797	55,917	51,141	65,003	71,083	69,523	68,194	68,797	-3.2
New Mexico	7,796	14,887	24,756	32,554	46,258	45,622	46,573	47,746	44,364	45,106	44,488	49,378	46,381	46,573	4.7
New York	10,336	19,812	38,925	51,020	71,633	73,398	75,279	63,303	59,041	70,923	69,723	76,464	74,620	75,279	8.0
North Carolina	7,494	14,117	27,883	39,404	46,850	45,947	45,947	45,897	42,070	50,804	53,849	50,010	46,712	45,947	-14.7
North Dakota	6,696	13,263	23,016	29,863	42,964	46,058	47,344	41,010	39,525	41,936	40,810	45,862	46,825	47,344	16.0
Ohio	8,300	15,269	31,218	41,436	55,958	56,715	58,092	50,833	45,503	56,880	56,626	59,732	57,659	58,092	2.6
Oklahoma	6,882	13,107	23,070	31,298	47,691	44,391	44,128	42,149	39,060	42,034	42,772	50,907	45,130	44,128	3.2
Oregon	8,818	16,266	30,840	42,336	55,224	57,348	58,758	54,006	48,474	56,191	57,856	58,948	58,302	58,758	1.6
Pennsylvania	8,858	16,515	33,338	48,321	59,156	61,934	63,521	54,251	49,216	60,743	66,035	63,146	62,965	63,521	-3.8
Rhode Island	8,776	18,002	36,057	47,041	59,686	62,186	63,474	53,748	53,647	65,697	64,286	63,711	63,221	63,474	-1.3
[redacted] Carolina	6,927	13,063	27,217	36,081	47,508	47,428	47,924	42,424	38,929	49,590	49,308	50,712	48,217	47,924	-2.8
[redacted] Dakota	6,403	12,348	21,300	29,071	38,837	38,804	39,580	39,215	36,798	38,809	39,728	41,456	39,450	39,580	-0.4
[redacted]ssee	7,050	13,972	27,052	36,328	46,290	47,082	48,289	43,178	41,637	49,290	49,645	49,412	47,866	48,289	-2.7
[redacted]	7,255	14,132	27,496	37,567	48,261	48,373	48,110	44,433	42,114	50,099	51,339	51,516	49,178	48,110	-6.3
[redacted]ah	7,644	14,909	23,686	34,946	45,885	48,159	49,393	46,816	44,430	43,157	47,757	48,980	48,961	49,393	3.4
Vermont	7,968	12,484	29,012	37,758	49,084	51,306	52,526	48,800	37,203	52,861	51,600	52,394	52,160	52,526	1.8
Virginia	8,070	14,060	30,938	38,744	50,015	48,703	49,869	49,425	41,900	56,370	52,947	53,388	49,514	49,869	-5.8
Washington	9,225	18,820	30,457	41,043	53,003	52,232	53,571	56,498	56,085	55,494	56,089	56,578	53,101	53,571	-4.5

West Virginia	7,650	13,710	22,842	35,009	45,959	45,320	46,405	46,852	40,857	41,619	47,843	49,059	46,074	46,405	-3.0
Wisconsin	8,963	16,006	31,921	41,153	51,264	53,792	55,171	54,894	47,699	58,161	56,239	54,721	54,687	55,171	-1.9
Wyoming	8,232	16,012	28,141	34,127	55,861	57,222	57,920	50,417	47,717	51,274	46,638	59,628	58,174	57,920	24.2

[1] Constant dollars based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. The CPI does not account for differences in inflation rates from state to state.

NOTE: Some data have been revised from previously published figures. Standard errors are not available for these estimates, which are based on state reports.

SOURCE: National Education Association, *Estimates of School Statistics*, 1969-70 through 2012-13. (This table was prepared April 2013.)

2013 Tables and Figures All Years of Tables and Figures Most Recent Full Issue of the Digest

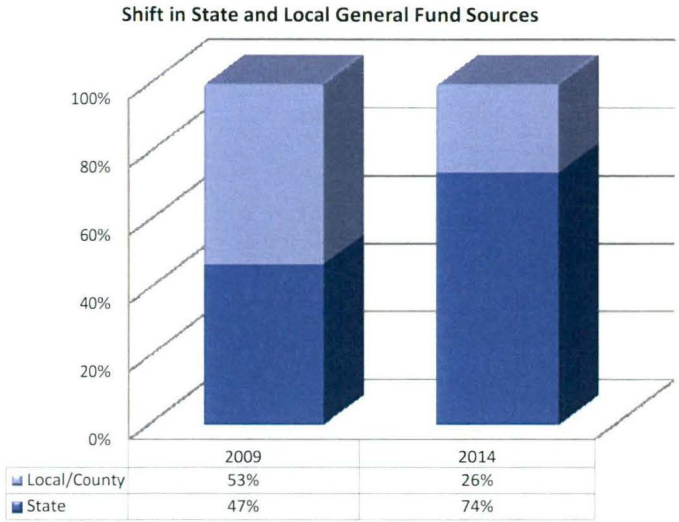
School Fin[redacted]cts at a Glance

District (All)

Values	FY 1985	1990	1995	2000	2005	2010	2011	2012	2013	2014
K Enrollment	10,060	9,540	8,591	7,144	6,578	7,446	8,236	8,575	8,822	9,033
1-6 Enrollment	55,304	56,712	53,578	47,288	42,126	42,380	43,161	45,804	47,669	49,711
7-8 Enrollment	17,763	17,886	19,629	17,099	15,864	14,662	14,740	14,750	14,920	15,299
9-12 Enrollment	34,868	32,813	36,767	36,563	32,552	30,241	29,641	30,063	30,245	30,235
Total K-12 Enrollment	117,995	116,951	118,565	108,094	97,120	94,729	95,778	99,192	101,656	104,278
PK-12 Average Daily Membership	118,089	118,086	120,440	113,541	102,442	95,507	96,987	98,734	101,852	103,841
Taxable Valuation	980,108,754	953,186,152	1,033,796,645	1,297,625,450	1,640,262,995	2,289,056,928	2,425,242,205	2,770,953,672	3,211,546,540	
Tax Value Per Enr Student	8,306	8,150	8,719	12,005	16,889	24,164	25,321	27,935	31,592	
General Fund Levy	83	157	190	190	195	117	115	110	73	
Total Levy	134	178	215	218	223	142	142	136	96	
Local Revenue	131,844,519	171,287,465	219,938,170	290,852,105	357,762,422	320,103,631	328,747,470	338,409,002	360,944,186	283,216,475
County Revenue	10,276,625	7,738,155	6,688,209	8,385,633	11,879,607	18,702,824	19,211,010	22,393,601	22,916,937	27,542,604
State Revenue	207,103,807	206,079,872	244,200,928	294,723,948	335,692,702	543,894,534	619,328,628	645,459,985	683,002,832	875,962,815
Federal Revenue	27,326,469	35,743,089	55,086,311	80,210,981	116,450,652	237,943,277	151,993,630	135,307,358	125,445,311	121,360,920
Other Revenue	2,499,509	14,547,246	5,161,923	5,530,335	7,421,068	8,918,894	10,999,435	9,597,225	12,421,232	12,467,665
Total Revenue	379,050,929	435,395,827	531,075,541	679,703,003	829,206,450	1,129,563,159	1,130,280,172	1,151,167,172	1,204,730,498	1,320,550,480
Salary and Benefits Teachers			282,353,364	346,442,201	426,362,218	528,460,823	562,292,523	586,164,727	623,286,079	658,103,082
Salaries and Benefits Support			18,683,174	30,203,400	39,839,923	53,130,752	57,688,537	63,647,146	70,139,332	69,210,210
Other Instructional Costs			35,487,146	49,350,474	59,565,722	85,498,905	83,675,416	79,682,431	73,731,104	80,322,238
School Administration			24,832,551	31,399,874	38,639,476	48,622,939	52,085,236	55,549,170	59,938,702	64,404,122
General Administration			34,255,994	43,336,328	52,873,840	67,988,403	72,252,831	72,522,073	82,095,422	93,502,629
Operation and Maint. of Plant			48,130,295	58,509,445	71,786,826	107,168,997	110,579,804	106,413,805	117,342,113	125,951,796
Instructional Expenditures	323,110,029	381,754,753	443,742,524	559,241,723	689,068,005	890,870,819	938,574,347	963,979,351	1,026,532,752	1,091,494,077
Student Transportation			25,561,473	28,974,079	34,113,162	46,946,136	47,706,364	53,552,434	56,038,569	60,500,882
Capital Projects			2,701,004	3,256,395	9,838,403	35,376,260	28,982,468	16,837,511	18,144,668	21,035,241
Extracurricular			10,330,772	14,526,349	19,734,585	23,762,799	25,126,106	26,406,257	26,077,977	29,560,242
All Other Expenditures			44,999,087	60,364,826	70,923,885	77,164,763	91,372,887	82,559,369	89,542,297	93,005,071
General Fund Expenditures	379,647,548	449,216,615	527,334,861	666,363,372	823,678,041	1,074,120,777	1,131,762,173	1,143,334,923	1,216,336,262	1,295,595,513
Gen Fund Ending Balance	108,921,087	94,066,388	97,611,970	149,322,288	168,281,374	281,248,544	279,486,294	290,404,090	278,590,960	304,556,411
Cost of Ed Per Student	2,736	3,233	3,684	4,925	6,726	9,328	9,677	9,763	10,079	10,511

North Dakota K-12 School Funding Formula

In 2013, the state implemented a K-12 funding formula tied to the cost of providing an adequate education and funded it with a combination of state and local taxes. Local property tax levy authority was decreased significantly with statewide taxes making up the difference. Statewide taxes are now funding approximately 75% of the cost of education.



The local share is 60 mills on taxable valuation and 75%-100% of other local in-lieu of property tax revenue. The state funds the remainder up to the adequate amount.

The formula is student driven and uses various weights to account for the increased costs associated with school district size and serving students with special needs. A base per student funding rate is set by the legislature designed to generate the resources necessary to educate students to state standards. In addition, there are transitional adjustments included to minimize budget impacts that inevitably occur when making major changes.

K-12 School Funding Formula		
Part One: Calculate Base Funding Amount		Example
	Student Membership (ADM)	300
+	Other Program Weighted ADM	30
=	Weighted ADM	330
x	School District Size Factor	1.13
=	Weighted Student Units	373
x	Per Student Rate	9,092
=	Total Formula Amount	3,391,316
+/-	Transition Adjustments	-
=	Total Adjusted Formula Amount	3,391,316
Part Two: Determine State Aid Payment		
Local Share	60 mills times taxable valuation	600,000
	75%-100% of other local in-lieu revenue	60,000
State Share	Difference is State Aid Payment	2,731,316

In the end, North Dakota's K-12 funding formula provides a base of financial support per student sufficient to provide an adequate education by school districts, regardless of where the student lives or what the taxable valuation is of the district.

The Legislature, through the interim Education Funding Committee, contracted with Picus-Odden and Associates to conduct a recalibration study to confirm the adequacy of that base level of support.

The consultants use an evidenced – based (EB) model to determine the resources necessary to educate students to college and career ready proficiency. Included in the model are all of the components necessary to meet the standards. This includes core staffing, administration, operations, professional development, technology and instruction materials. Their report was presented to the Interim Education Funding Committee in June, 2014. The report can be found in the meeting minutes at http://www.legis.nd.gov/assembly/63-2013/interim/15-5088-03000-meeting-minutes.pdf?20141016152129.

STATE AID TO SCHOOLS PAYMENT WORKSHEET

North Dakota Department of Public Instruction
Office of School Finance and Organization

District Name	County District Number	Payment Month	School Year
Hettinger 13	01-013	December	2014-2015

A STATE AID FORMULA:

Student membership includes regular school year average daily membership (ADM). ADM for students attending school in Montana and Minnesota (NDCC 15.1-29.01), South Dakota students attending school in North Dakota (NDCC 15.1-29-02.1) under cross border attendance agreements, and students in private or out-of-state placements for purposes other than education (NDCC 15.1-29-14) are also included.

Student Membership	ADM	Weighting Factor	Weighted ADM
1 Pk Special Education	5.48	1.000	5.48
2 Kindergarten	15.20	1.000	15.20
3 Grade 1-6	130.33	1.000	130.33
4 Grade 7-8	41.91	1.000	41.91
5 Grade 9-12	83.15	1.000	83.15
6 Alternative High School	-	1.000	-
7 Total Average Daily Membership (ADM)			276.07
Other Program Membership			
8 Alt High School (from line 6)	-	0.250	-
9 Special Ed ADM (from line 7)	276.07	0.082	22.64
10 PK Special Ed ADM (from line 1)	5.48	0.170	0.93
11 Data Collection (if PowerSchool from line 7)	276.07	0.003	0.83
12 Regional Education Association (if member from line 7)	276.07	0.002	0.55
13 ELL Level 1	-	0.300	-
14 ELL Level 2	-	0.200	-
15 ELL Level 3	0.95	0.070	0.07
16 At Risk	52.18	0.025	1.30
17 Home-Education (district supervised)	-	0.200	-
18 Cross Border Attendance (MN, MT)	-	0.200	-
19 Alt Middle School	-	0.150	-
Summer Programs			
20 Summer School	3.63	0.600	2.18
21 Migrant Summer	-	1.000	-
22 Special Ed ESY	-	1.000	-
Isolated School District			
23 >275 sq miles and <100 ADM	-	0.100	-
24 >600 sq miles and <50 ADM	-	1.100	-
25 Total Weighted Average Daily Membership (add lines 7 through 24)			304.57
26 School District Size Weighting Factor			1.1754
27 Total Weighted Student Units			357.99
28 Per Student Payment Rate			$9,092.00
29 Total Formula Payment			3,254,845.08

Formula Adjustments		
30 Transition Maximum Adjustment (from line 68)	3,587,545.23	-
31 Transition Minimum Adjustment (from line 73)	3,109,205.87	-
32 Total Adjusted Formula Amount (total lines 29, 30 and 31)		3,254,845.08
33 Contribution from Property Tax (from line 48)		583,287.42
34 Contribution from Other Local Revenue (from line 42)		102,636.39
35 State Aid Payment (line 32 minus lines 33 and 34)		2,568,921.27

State School Aid Summary	Entitlement	EFB Offset	Net Entitlement
1 State Aid Formula Payment (from line 35)	2,568,921.27	-	2,568,921.27
2 Transportation (from line 64)	122,641.54	-	122,641.54
3 State Child Placement	-	-	-
4 Special Education Contracts - Agency	-	-	-
5 Special Education Contracts - School Placed	-	-	-
6 Special Education Contracts - Boarding	-	-	-
7 Special Education - Gifted and Talented	-	-	-
Total State Aid	2,691,562.81	-	2,691,562.81
Excess Fund Balance Offset (from line 52)		-	

B CONTRIBUTION FROM OTHER LOCAL REVENUE

		Total Revenue	Percent	
36	1300 Tuition	49,102.46	75%	36,826.85
37	2999 County	-	75%	-
38	US Flood	-	75%	-
39	Electric Generation, Distribution and Transmission Tax	37,418.38	75%	28,063.79
40	Mobile Home and Other In-Lieu Taxes	11,358.54	100%	11,358.54
41	Telecommunications	26,387.21	100%	26,387.21
42	Contribution from Other Local Revenue			102,636.39

C CONTRIBUTION FROM PROPERTY TAX

43	District Taxable Valuation		9,721,457
44	Contribution Mill Rate		60
45	Contribution from Property Tax (line 43 times line 44 divided by 1000)		583,287.42
46	Minimum Local Effort Adjustment (NDCC 15.1-27-04.2)	-	-
47	Maximum Contribution Increase Adjustment (NDCC 15.1-27-04.1.4.a.)	589,010.28	-
48	Adjusted Contribution from Property Tax (total lines 45, 46 and 47)		583,287.42

D EXCESS FUND BALANCE OFFSET

49	General Fund Ending Balance	755,243.15
50	General Fund Expenditures	3,653,455.57
51	45% of General Fund Expenditures + $20,000	1,664,055.01
52	Excess Fund Balance Offset (line 49 minus line 51, if less than zero enter zero)	-

E TRANSPORTATION WORKSHEET

	Transportation Statistics	Rate	Miles	Rides	Total
53	Small Bus Miles	0.520	0.0	xxxxx	-
54	Large Bus Miles	1.130	103,740.3	xxxxx	117,226.54
55	Rural Rides	0.300	xxxxx	11,833	3,549.90
56	Small In-City Miles	0.520	0.0	xxxxx	-
57	Large In-City Miles	1.130	0.0	xxxxx	-
58	In-City Rides	0.300	xxxxx	0	-
59	Family - To School	0.250	7,460.4	xxxxx	1,865.10
60	Family - To Bus	0.250	0.0	xxxxx	-
61	Not Reimbursable	-	0.0	0	
62	Total Transportation Reimbursement				122,641.54
63	Reimbursement Cap --- 90% of transportation expenditures				170,356.92
64	Transportation Grant Total (lesser of 90% cap or total)				122,641.54

F BASELINE FUNDING - MINIMUM AND MAXIMUM PAYMENTS

65	Baseline Funding (2012-13 State Aid Formula Payment, MLRG, GF levies and 75%-100% In-lieu)	2,774,578.320
66	Baseline Weighted Student Units (2012-13)	332.240
67	Baseline Funding Rate	$8,351.13

	Adjustment for Maximum	Baseline Funding Rate	Maximum Percent	Weighted Student Units	
68	Maximum Increase Amount	$8,351.13	120%	357.99	3,587,545.23

	Adjustment for Minimum	Baseline Funding Rate	Minimum Percent	Weighted Student Units	
69	Minimum Increase Per Student	$8,351.13	104%	357.99	3,109,205.87
70	Baseline Funding (from line 65)				2,774,578.32
71	Minimum Funding Percentage				100%
72	Minimum Funding Amount				2,774,578.32
73	Minimum Increase Amount (greater of line 69 or line 72)				3,109,205.87

State Aid To Schools

	Biennial Appropriation 1999-2001	Biennial Appropriation 2001-2003	Biennial Appropriation 2003-2005	Biennial Appropriation 2005-2007	Biennial Appropriation 2007-2009	Biennial Appropriation 2009-2011	Biennial Appropriation 2011-2013	Biennial Appropriation 2013-2015	Excecutive Recommendation 2015-2017
*Grants - State school aid	443,006,259	437,971,648	454,579,490	484,053,759	726,165,879	808,370,295	918,459,478	1,752,100,000	1,900,000,000
Grants - Transportation	36,000,000	36,000,000	34,800,000	33,500,000	33,500,000	43,500,000	48,500,000	53,500,000	60,000,000
Grants - Special education aid	46,600,000	49,898,695	49,898,695	52,500,000	17,500,000	15,500,000	16,000,000	16,500,000	17,300,000
Grants - Teacher compensation payments		35,036,000	51,854,000	50,912,120					
Grants - Tuition apportionment	53,528,217	67,239,025	69,495,371	71,600,000					
Grants - Revenue supplement payments	3,100,000	2,200,000	5,000,000	5,000,000					
Grants - Supplemental operations						16,795,584	-	-	
K-12 State Aid Formula Payments	**582,234,476**	**628,345,368**	**665,627,556**	**697,565,879**	**777,165,879**	**884,165,879**	**982,959,478**	**1,822,100,000**	**1,977,300,000**
Other Appropriations									
ITD Powerschool									6,000,000
Grants - Mill Levy Reduction						295,000,000	341,790,000		
Grants - Supplemental one-time						85,644,337			
Grants - Federal one-time Education Jobs Fund							21,517,716		
Grants - Rapid Enrollment							5,000,000	13,600,000	14,800,000
Grants - Safety Grants								3,000,000	
Grants - ADM supplemental pmt	2,500,000								
Grants - declining enrollment supp pmt	1,000,000								
Grants - Reorganization bonuses		1,665,000	500,000	759,000					
Grants - JPA incentives (SB 2200)				1,000,000					
Supplemental Appropriations									
Additional Tuition Apportionment						322,360	2,214,423		
Deferred Maintenance and Physical Improvement Grants					5,000,000				
Supplemental Transportation Payments						5,000,000			
Deficiency Appropriation - Mill Levy Reduction						4,444,264			
Total Appropriated	585,734,476	630,010,368	666,127,556	695,724,879	785,765,879	1,265,576,840	1,362,481,617	1,847,700,000	1,998,100,000

*Grants - State school aid in 2009-2011 included $85,644,337 in federal ARRA Education Stabilization funds.

Testimony

TESTIMONY ON SB 2013
SENATE APPROPRIATIONS COMMITTEE
January 12th-13th 2015
By: Stephanie Gullickson, Director Fiscal Management
701-328-2176
Department of Public Instruction

Mr. Chairman and Members of the Committee:

Good morning, my name is Stephanie Gullickson, Director of Fiscal Management for the Department of Public Instruction. I am here to provide you information regarding the Department's 2015-2017 appropriation request. I would like to start by bringing your attention to the budget book that you have been given this morning.

Since the Department's budget is large and includes three outlying agencies, the budget documents are separated by pre-printed tabs. The first tab includes information relative to the Department's 2015-2017 budget request including a funding analysis worksheet, optional package information and required reporting on the Initiative Pool funds.

The second tab labeled 'Flow-Thru State Grants' has information related to the State flow-thru grants including their budget requests, narratives and legislatively required annual reports. Tab number three is labeled 'School Finance Statistics' and covers numerous areas including enrollments, resident births,

teacher salary information and the Integrated Funding Formula narrative and worksheets. Mr. Jerry Coleman, Director of School Finance is here today to answer any questions related to State Aid to School Districts.

There are also tabs for the outlying agencies; ND School for the Deaf, ND State Library and ND Vision Services. Each of these agencies will be providing their own information and testimony today following DPI's testimony.

The first two pages of the budget book are agendas listing the speakers for today's hearing. In addition, there is a list of staff members responsible for each of the Department's optional packages who are available today for any questions you may have. The second page of the agenda lists the Pass-Thru Grants along with their contacts some of whom are available today and tomorrow. The following page lists each of the informational pieces included in the Department's budget document.

Page 1 of the budget book is a spreadsheet giving the overview of the Department's Administrative Funding. On the left side of the pages, the budget is broken down into categories such as Administration (which includes salaries and operating), Integrated Formula Payment, Other Grants, Special Line Items and finally totals the budget by funding source. Column 1 is the current 2013-2015 Legislative Appropriation. The estimated expenditures for the current biennium are in Column 2. Column 3 is the variance between the current appropriation and

estimated expenditures which is the amount the Department anticipates will be the unexpended appropriation for the current 2013-2015 biennium. At the bottom of page 2, column 3 shows that roughly $41 million in general funds will be turned back to the state's general fund at the end of this biennium which calculates to a less than 2% of NDDPI's total budget. Column 4 is the Department's 2015-2017 budget request while column 5 is the Executive Recommendation. Again, at the bottom of page 2, column 1 you can see that the Department's current budget is $2.161 billion ($2,161,019,034) while the Executive Budget total in Column 5 is $2.314 billion ($2,314,580,673.) which is an increase of over $153,561,639 million or roughly 7.1%. The breakdown of increase or decrease between the current budget and 2015-2017 Executive Recommendation for the general, federal and special fund streams are as follows:

General Fund Increase: $81,497,617 or 4.7%

Federal Fund Decrease: -$6,764,884 or -2.2%

Special Fund Increase: $ 78,828,906 or 55%

The majority of the general fund increase that NDDPI is requesting would be in the Integrated Formula payment for State School Aid ($68,683,850) while the remaining increase is from our optional packages and Executive Compensation Plan. The federal funding anticipated decrease has to do with a one-time grant that was fully expended and also minor decreases in several of the US Department of

Education grants. The anticipated impact of the federal funding decreases will be less federal grant funds that will flow through the Department to the local school districts. Since most of the education programs anticipate a small decrease the impact at the local level shouldn't be significant and we will not be requesting state funding to offset the decreases. The large increase in special fund authority is for the Integrated Formula payment to school districts for State Aid. These special funds are transferred from the Common Schools Trust Fund to the Department for inclusion into the Integrated Formula for State School Aid.

On Page 3 is a graphic that depicts how our $2.161 billion dollar budget is expended. The majority of NDDPI's budget is funding that is delivered to school districts through the State Aid formula, Transportation funding or federal grants to school districts for programs such as Title I, Special Education or USDA Nutrition Programs.

During the 63rd Legislative Assembly, NDDPI was given a one-time funding item of $2,750,000 in general funds for our requested optional packages. These funds were put into a special line item titled 'Initiative Pool' (HB 1013, Section 2). The purpose of the pool was to allow DPI some discretion on how we spent these funds within the approved areas. Page 4 is an expenditure summary report on the DPI Initiative Pool. The first column has the approved subject areas in which the funds could be spent with the second column listing the amounts DPI requested

during the 63rd legislative session. The last column shows the total expenditures to date for the Initiative Pool for each subject area. At the bottom of the table you can see that we have spent almost 55% of the funds to date. All but roughly 5% of the pool funds have been obligated in some manner and we anticipate spending the full $2.75 million by the end of this biennium.

Starting on Page 5 through 12 is a narrative report on how the One-Time Initiative Pool funds have been spent by approved subject area and some of the outcomes as a result of the expenditures. We appreciate the discretion given to the Department to spend the funds within any of the approved subject areas and we have and will continue to utilize these funds in a fiscally responsible manner that allows the state the best outcomes for monies spent.

Page 16 has the listing of the Department's Optional Requests for 2015-2017 biennium. Column 2 is the general description of the optional request, column 3 lists the amount of funds NDDPI already has in the base budget for each request while column 4 is the amount of our optional requested increase. Column 6 is the amount included in the Executive Recommendation. I will highlight a few of these optional requests.

The first priority optional request is General Fund Salary dollars for equity increases. The Department has had significant issues with recruitment and retention of qualified staff. To date this biennium we have had twenty (20)

positions vacated so we have experienced a continuous round of recruitment and training. Hiring staff for the higher level positions of Director and Assistant Director continues to be our most problematic area, especially in the positions that require a master's degree in education and three to five years of administrative experience. Because we are an education agency, we compete with school districts for the same candidates and NDDPI salaries are not competitive with the regional market for educators. In addition to further complicate the issue, NDDPI's average salary is only 87% of the market policy point or mid-point of the employee's respective grades. The Market Policy Point is the middle of the salary range and serves as the reference point for comparing salaries to market pay. NDDPI's average salary of 87% of the market policy point (or mid-point) falls about 7% below other state employees in similar grades and positions.

A couple examples of the challenges the Department has encountered while trying to fill these positions include the Academic Standards Unit Director position and the Assistant Director of Bilingual and ELL Programs. The individual who was the Academic Standards Unit Director started in the Department in July 2012 in the Teacher & School Effectiveness Unit and was internally promoted in August 2013. Before he began work in the Department, he was a teacher, principal and school superintendent in North Dakota schools. However, in July 2014 after one year as the unit director, he was hired as the curriculum director for Bismarck

Public Schools for nearly $30,000 more than we could offer him at the Department. We have been unable to find a candidate with similar experience to fill this position at the current salary we can offer. The other example is the ELL Assistant Director. The employee that resigned from this position chose to do so since she could work at a local Regional Education Association (REA) making more money working three days per week than she was making full time working for DPI. In our efforts to recruit for this position, one candidate we tried to offer the position declined as she was making more working 9 months at a local school than she could make working 12 months for DPI. Another applicant that interviewed considered moving to ND even after sharing with us that ND is paying on average $20,000 to $30,000 lower than similar positions in other states, but once she discovered the high cost of housing in Bismarck, she withdrew her acceptance of the job offer. These are only a few examples of the numerous issues the Department has encountered trying to recruit and retain a qualified workforce. Pages 17-20 of your budget book detail additional issues we have experienced.

NDDPI's optional package priority one in the amount of $293,308 is a reasonable first step toward trying to bring targeted hard to fill positions closer to the market salary. In the Executive budget, this particular optional requested was funded at $332,932 which is almost $40,000 greater than NDDPI's request. The reason for the difference was in the methodology used by HRMS/OMB. OMB

calculated the Department's compa-ratio (defined as the percent of salary vs the midpoint of that salary) after the Governor's Recommended Salary Package at .91 which means on average staff in DPI would be earning 91% of the market policy point (or mid-point) for their respective positions. This department average salary is low, even though the average years of service for DPI employees is 9.9 years. State employees with this many years of service are intended to be further along in their salary quartiles than our current employees, especially for an experienced professional workforce. OMB determined that the Department salary budget would need an additional 7% to get salaries to the average statewide compa-ratio of .98 or at 98% of the market policy point. In performing these calculations, the general fund amount required to make this adjustment is $332,932.

The second optional package is also for general fund salary dollars. These additional funds would be used for currently existing positions that were previously funded with federal funds. These FTE's have been re-purposed for state needs so utilizing federal funds would not be appropriate. A brief narrative on the duties of these positions are listed on page 20. This optional request was funded in the Executive Recommendation at roughly $16,000 less than the Department's initial request; however, we fully support the amount in the Executive Recommendation and will not be asking for the additional $16K.

Optional packages 3 – 6 are for items currently funded by the one-time initiative pool. The Department needs to continue the work started this biennium with the Safe and Healthy Schools Unit, MIS system updates, Statewide Accreditation System and the Principal and Teacher Evaluation System Initiatives. The Executive Recommendation fully supported each of these four requests.

The last optional package is for additional state grant funds for the Adult Education Learning Centers. The Department's optional request was for an increase of $1,858,000 while the Executive Recommendation was $624,000 or about 33% of the initial request. North Dakota has 17 Adult Learning Centers and 13 local satellite programs located across the state. These programs served over 3500 students including 1500 who received a GED and over 500 new Americans in 2013. The Department respectfully requests that you consider funding the additional $1,234,000 over the Executive Recommendation for these adult learning programs. All these funds are granted to the learning sites and the Department will not keep any of these requested funds for administrative purposes. The increase in grant funding to the existing adult learning centers would allow them to add staff at the local level to serve the students they currently have on waiting lists, expand the satellite sites – especially in rural areas - and serve the continually increasing number of ESL (English as a Second Language) students migrating into the state.

For any of the seven optional requests, Department staff are readily available to provide you additional information or answer any questions as you consider potential funding levels for each of these requests.

The 2nd tab in the binder holds information relative to the State Flow-Thru Grant Requests from the various agencies that are included in the Department's budget. Page 28 has the summary spreadsheet that lists all the entities, their current base budget amount, their optional package request and finally the amount included in the Governor's Executive Recommendation. These entities will be available later today or tomorrow to discuss their budget requests with the committee. For your review, pages 29-39 has narrative detailing each of the respective programs and their budget request justification.

Last session, HB 1013, Section 16 required the State Superintendent to develop a format for reporting on the cost per participant and the outcomes of the state flow-thru grants. We have completed this requirement and the annual reporting results for the first year of the biennium are included in the budget book starting on page 40-43.

Mr. Chairman, this concludes my remarks and I thank you for the opportunity to discuss the budget priorities of the Department of Public Instruction. I would be happy to take any additional questions from the committee before the ND School for the Blind / Vision Services presents. Please feel free to contact me or other Department personnel to answer any questions or provide further information. Thank you.

North Dakota School for the Deaf

Resource Center for Deaf & Hard of Hearing

"Serving all North Dakotans with Hearing Loss"

ND School for the Deaf

ND School for the Deaf

North Dakota School for the Deaf
Resource Center for Deaf and Hard of Hearing

A Division of the Department of Public Instruction
Kirsten Baesler, State Superintendent

125th Anniversary
1890-2015

Testimony to the Senate

Appropriations Committee

Senate Bill #2013

"A School without Walls"

Dr. Connie Hovendick, Superintendent

and

Michael Loff, Business Manager

January 12, 2015

1401 College Drive North
Devils Lake, ND 58301
www.nd.gov/ndsd

Table of Contents

Testimony 1
- Historical Perspective
- Major Accomplishments of 2013-2014
- Agency Future Critical Issues

2015-2017 Budget Request 5

Conclusion 9

Appendix A: Deaf Awareness Week Newsletter A-1

Appendix B: Map of IVN Sites B-1
Communications Department B-2

Appendix C: Statistical Information and Services Provided C-1

Appendix D: Carl F. Smith Building Analysis D-1

Appendix E: Building Space Distribution. E-1

Appendix F: Letters of Support F-1

Appendix G: NDSD/RCDHH Brochures G-1

Testimony

Chairman Ray Holmberg and Member of the Senate Appropriations Committee:

My name is Connie Hovendick. I am the current superintendent of the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH). Michael Loff, Business Manager, and I will provide testimony relative to Senate Bill #2013.

Mission: **To provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state.**

Purpose: **To develop, coordinate, and maintain a comprehensive continuum of services for all citizens who are deaf or hard of hearing (infants through senior citizens).**

A School without Walls

Historical Information:
NDSD/RCDHH has a strong heritage having been at its original site since 1890. It is celebrating its 125th Anniversary. A large reunion of past students and staff will take place at the school June 2015. Historical information is included as Appendix A, our Deaf Awareness Week Newsletter. The information includes photos and lists of accomplishments and methods of communication during each superintendent's timeframe.

This biennium has seen the school serve students and adults across the state while maintaining a state of the art residential school in Devils Lake.

NDSD/RCDHH Programming and Services
Outreach – Parent/Infant and School-Age Children who are Deaf or Hard of Hearing

- Provide services to infants ages 0 to 3 and their families in their home
- Provide consultation services for school-age students ages 3 to 21
- Use technology to provide support to teachers in all school districts (skype, ITV, etc.)

- Offer professional development opportunities for teachers who work with students who have cochlear implants (on-site or teams going to schools)

Outreach – Adults who are Deaf or Hard of Hearing

- Provide needs-based programs and services including assistive technology support for adult clients
- Facilitates support groups in Bismarck, Fargo, Jamestown and Grand Forks
- Provide support to residents (and their care providers) who reside in assistive living and nursing home facilities

Outreach – In-Service Training, Sign Language Courses & Interpreter Services

- Increase number of American Sign Language classes being provided to high school students across the state
- Recruit more individuals to teach American Sign Language courses
- Implement IVN sites in outreach offices in Fargo

Education Programs On & Off Campus

- Teachers of the deaf utilize specialized methods of instruction that address unique needs of children who are deaf or hard of hearing in preschool through middle school based on the child's Individual Education Plan
- Provide students with a broad spectrum of disciplines including traditional academic offerings and special studies
- Provide support to students as they participate in mainstream educational and extracurricular programs in the Devils Lake Public School system.
- Provide a teacher of the deaf and interpreters for high school students at Devils Lake High School

Residential Program on Campus

- Provides supervision in a secure, nurturing communicative environment that fosters positive values, good health and community involvement.
- Provide meals for up to 184 children and staff from Head Start daily (breakfast, lunch and snack)

Major Accomplishments:

- Implemented the Strategic Plan by developing teams (i.e., Professional Development, Public Awareness)
- Buildings and Grounds implemented Facility Master Plan with Hepper-Olson Architectural Firm-Updated the Blackhurst Dorm Building (new heating and cooling, upgraded electrical system, addition of sprinkler system, new smoke detector systems, and new ceiling and lights)
- Replaced campus electrical transformers and installed new windows in north administration building.
- Renovated superintendent's house (located on campus). House was freshly painted, old carpet was replaced and house was thoroughly cleaned.
- Updated Resource Center (Library & Conference room). Painted, laid new carpets, etc.
- Planned/provided week-long Su*mmer Camp for Students who are Deaf or Hard of Hearing*.
- Planned/hosted Dr. Michael Harvey workshop; *Communication Barriers & Treatment Vulnerabilities in the Deaf Population"* (80 participants)
- Visit from ND State & Local Intelligence Center (NDSLI & SAV) and Site Assistance Team. They surveyed status of safety issues at NDSD and provided final report regarding current issues.
- Began work on *AdvanceED* accreditation – next cycle
- Hosted *Visual Phonics* Training/Workshop - attendance from across the state (41 participants). Presented by Elizabeth Ward, Gallaudet Outreach, Certified Trainer.
- Developed Power Point Presentation regarding *Law Enforcement – Working with Individuals who are Deaf or Hard of Hearing*.
- Collaborated with Midwest Regional Gallaudet Office and NDSD Outreach to assume responsibility for the Midwest Conference on Deaf Education to be held bi-annually.
- Three NDSD/RCDHH staff members were selected to serve on the 2012-2016 National PepNet State team.
- Conducted (on going) regional Language and Audition Fun groups for 18mo.-3yr old deaf/hard of hearing toddlers in Minot and Fargo
- Adult Outreach planned and facilitated the 2014 Transition Summit for Deaf and Hard of Hearing Individuals. Over 300 participants received information at this conference.
- Adult Outreach planned and facilitated Late-deafened Adult Support Groups monthly in Jamestown, Fargo, Bismarck, and Grand Forks.

- NDSD teachers have developed Professional Learning Communities to increase academic achievement overall school performance.
- Purchased and received training on implementing the Math Coach program. All students have completed assessments and are using the program.

The campus is used not only by the NDSD/RCDHH but also the following community and state entities:

- Rental of space to Head Start, Department of Commerce, and Protection and Advocacy
- Superintendent house is also a rental space for a family who provides services at NDSD/RCDHH
- Swimming Pool used by local Park Board, Camp Grafton, JROTC, Therapeutic/Medical Referrals, Devils Lake High School (New Outlooks), Senior Citizens and others
- Football field used by Devils Lake High School
- Gym utilized by community, Park Board, Head Start, Devils Lake Public Schools
- Lake Region State College Interpreting Classes
- Conference room and IVN sites available upon requests
- Trade Buildings used for Martial Arts and Tai Chi Classes

NDSD/RCDHH Future Critical Issues

- Continue to implement the Facility Master Plan assuring ADA Compliance and safety for all persons
- Continue to implement the strategic plan including maximizing use of space
- To continue to recruit qualified staff and personnel
- To educate all stakeholders of the fact that deaf and hard of hearing people of all ages are at risk if appropriate intervention is not provided
- To increase awareness of programming needs of individuals with cochlear implants
- To inform stakeholders of the scope and quality of services provided by the Outreach Specialists for both school age students and adults across the state.
- To increase mobility and expand assessment opportunities for students (statewide)
- To increase the number of certified interpreters across the state
- Continue to provide professional development and increase the use of the center based program as a training site for teachers of the hearing impaired across the state

North Dakota School for the Deaf/RCDHH
2015-2017 Budget Request

	1	2	3	4	5
	Expenditures 2011-2013	Appropriation 2013-2015	Base Budget Request 2015-2017	Executive Recommendation Change	Executive Recommendation 2015-2017
Line Item:					
Salaries and Wages	$ 5,526,720	$ 7,067,751	$ 7,246,156	$ 963,024	$ 8,209,180
Operating Expenses	$ 1,500,040	$ 1,908,794	$ 2,048,296	$ -	$ 2,048,296
Capital Assets	$ 1,232,580	$ 1,194,021	$ 867,174	$ 1,650,000	$ 2,517,174
Capital Construction Carry	$ 118,629	$ -	$ -	$ -	$ -
Grants to ND Colleges	$ 150,786	$ 276,148	$ 200,000	$ -	$ 200,000
Total Expeditures	$ 8,528,755	$ 10,446,714	$ 10,361,626	$ 2,613,024	$ 12,974,650
Federal Funds	$ 267,629	$ 339,145	$ 323,673	$ 21,692	$ 345,365
General Fund	$ 6,785,954	$ 7,875,527	$ 8,185,287	$ 2,491,332	$ 10,676,619
Special Funds	$ 1,475,172	$ 2,232,042	$ 1,852,666	$ 100,000	$ 1,952,666
Total Funding	$ 8,528,755	$ 10,446,714	$ 10,361,626	$ 2,613,024	$ 12,974,650
FTE	43.94	44.61	44.61	1.00	45.61

2013-2015 Base Budget

Salary line item includes $228,656 from the general fund for teachers placed on 2015-17 Composite Salary Schedule.

Operating expense increases include $50,306 from general funds and $89,196 from special funds. Strategic growth of adult outreach services and operating campus plant expenditures account for the increase in operating expenses. Operating expense comprises 22% of agency operating expenditures.

NDSD's total special fund revenue $1,560,740 represents a 34% increase over the previous biennium. Head Start lease and meal services remain as the largest campus service. Included is $1,180,000, a $456,000 increase from the North Dakota Department of Land Trusts.

Capital Asset funding sources includes OMB's general fund extraordinary repair formula allocation totaling $192,174 and special funds totaling $675,000. Replacement of existing campus service vehicles, a skid steer tractor $60,000 and a lawn tractor $15,000 from special funds, account for the NDSD budget's non extraordinary repair capital assets.

Key extraordinary Repair resources are NDSD's Master Facility Plan Projects and the Carl F. Smith Building analysis. Ongoing implementation of the Master Facility Plan and the Smith Building analysis are reflected in the base budget and executive recommendations.
Extraordinary repairs in the base budget include upgrades to the pool, dining room, kitchen coolers, parking lot repair and lighting upgrades and asbestos management are the $192,174 OMB allocation.

Replacement of the second power plant boiler $300,000, a master facility plan project and possible self-installation line of items listed in the Smith Building analysis $300,000 are the other base budget special fund extraordinary repair capital asset items.

2015-20157 Executive Recommendation Changes

NDSD endorses the comprehensive compensation package developed by OMB in accordance with the central personnel system compensation philosophy statement. Key factors addressed in the executive budget analysis regarding hard to fill professions, equity and market are essential. NDSD has been identified as being similarly affected to DPI with a market lag over 11%.

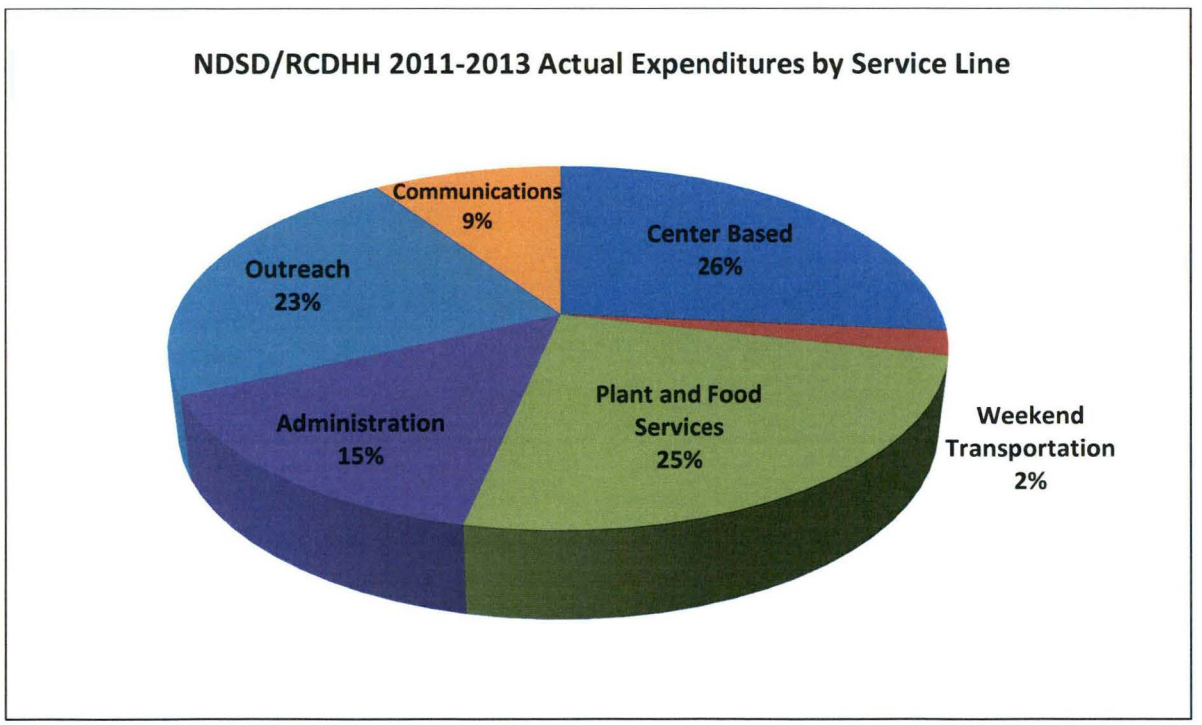
NDSD endorses the addition of one position for outreach adult services in western North Dakota with a base budget value increase for the position totaling $129,600. This recommendation represents on half of NDSD's ongoing optional adult services FTE request.

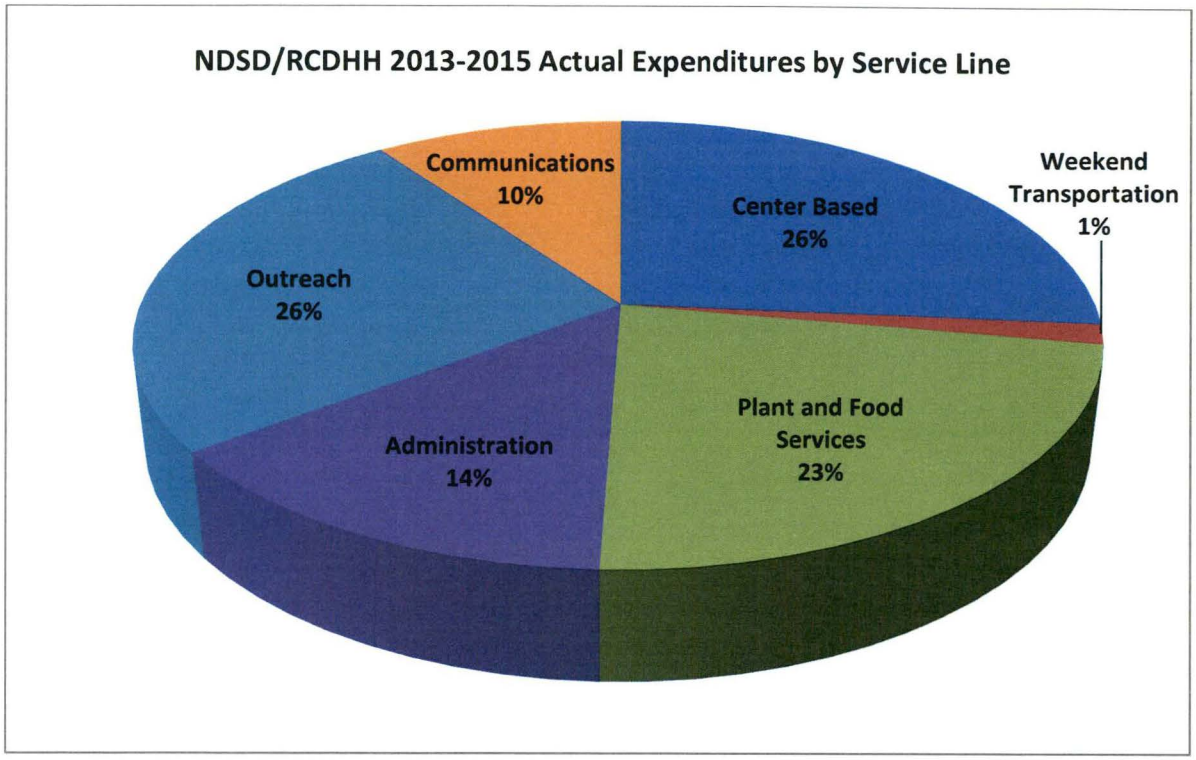
The Carl F. Smith building analysis (funded with state preplanning dollars) indicated several deficiencies that could be remediated through a three-phase, multi-year project. Total projected costs are estimated at $5.9 million for the project. Phase 1 focuses on the one story portion of the building that houses food services, dining facilities, and some offices. Includes HVAC and fire protection system, toilet room remodels, electrical distribution power upgrades, roof replacement, some kitchen equipment, and interior finishes. OMB recommends funding $1,650,000 for Phase 1 of the project with $1,050,000 from general fund and $600,000 from special funds. NDSD requested optional one-time building renovation funding totaling $1,750,000.

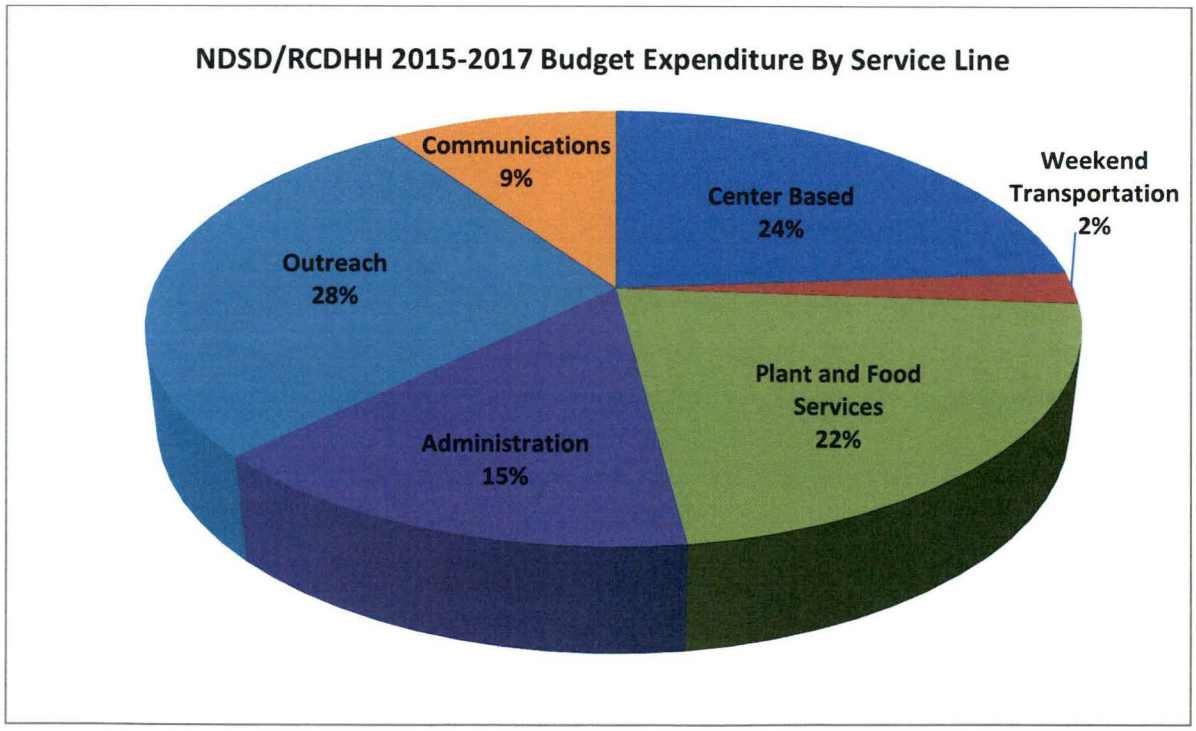
Additional Optional Budget Commentary

NDSD intends to continue its ongoing efforts to reallocate or align resources to meet the needs of the deaf as reflected in our spending summary pie graphs, however, exponential growth in demand for adult services should justify the second optional adult position. The total value of funding for the position in the base budget is $129,600. The recommendation value of the position with benefit and wage increase is $141,050.

NDSD will not be requesting the additional $100,000 of general funds originally requested for the one time optional request for Phase 1 of the Carl F. Smith Building project.




NDSD/RCDHH 2013-2015 Actual Expenditures by Service Line
Communications 10%
Center Based 26%
Weekend Transportation 1%
Outreach 26%
Plant and Food Services 23%
Administration 14%


NDSD/RCDHH 2015-2017 Budget Expenditure By Service Line
Communications 9%
Center Based 24%
Weekend Transportation 2%
Outreach 28%
Plant and Food Services 22%
Administration 15%

Conclusion

I am honored to serve as the superintendent of NDSD/RCDHH. This is an exciting time of growth for NDSD/RCDHH.

I ask that you please allocate the funds as included in the Executive Recommendation. This would give us the needed staff to provide additional services for adults who are deaf and hard of hearing across the state. This would also allow us to begin to bring the Smith Building into compliance with ADA and allows us to work and provide services in a "safe" and "accessible" environment.

Our mission is to serve persons who are deaf and hard of hearing of all ages across the state of North Dakota. With your support, we can continue to make this happen.

Thank you, members of the North Dakota Legislature, for your ongoing support in serving persons who are deaf and hard of hearing.

North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing

is a division of the

Department of Public Instruction,

Kirsten Baesler, State Superintendent

www.dpi.nd.gov

NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

Appendix A

Deaf Awareness Newsletter

Deaf Awareness Week

NORTH DAKOTA SCHOOL FOR THE DEAF/ RESOURCE CENTER FOR THE DEAF AND HARD OF HEARING

The current seal of NDSD/RCDHH depicts the picture of the Japanese Bridge built in the 1930s and is still on campus. Behind the bridge is the old boy's dorm which is no longer standing.

Inside this Issue:

NDSD celebrates 125 years	1-5
Lincoln Memorial	5
Meet and Greet	6
Did you know?	7
Just how amazing is your ear?	8
Where did they get?	8
Assistive Technology for the Deaf	9-10
Learning ASL	11-12
The Ear	13-14
Buzz Words	15-16
Answer Key	17
Accessing Services fro NDSD/ RCDHH	18

North Dakota School for the Deaf celebrates 125 years!

The North Dakota School for the Deaf/ Resource Center for Deaf and Hard of Hearing is celebrating 125 years! Back when North Dakota was becoming a state, Anson R Spear, a deaf man from Minneapolis area came to North Dakota to establish a school for the deaf. His political backers, Senator Swanston and Mr. McCormick of the House of Representatives, introduced a bill in the Legislature for the immediate establishment of the proposed school in Devils Lake. It was passed on March 15, 1890 over the veto of the first North Dakota Governor John Miller. The people of Devils Lake furnished a free building for two years at the corner of Third Avenue and Fifth Street. Mr. Spear was appointed superintendent and the first term began September 10, 1890. By the end of the year, 23 children were enrolled. In 1891, funds were appropriated for a permanent building and for expenses for a biennium. The Great Northern Railroad donated an 18-acre tract of land one mile north of the heart of Devils Lake for the permanent site of NDSD. The main part of the first building, Old Main, and one wing were finished during the fall of 1893. Old Main was designed by Olaf Hanson, a rising deaf architect from Minneapolis.

A.R. Spear

http://ndsdsociety.org
Learn more about the history of the North Dakota School for the Deaf/Resource Center for the Deaf /Hard of Hearing

This was the main building at the North Dakota School for the Deaf until it was demolished in the summer of 1975. The round spire was preserved in memory of the building and is located on campus.

The North Dakota School for the Deaf, operates under the direction, control and management of the Department of Public Instruction. NDSD is an educational institution for students, age 3 to 21, with hearing loss and are residents of North Dakota.

The school offers services to children who comes to Devils Lake who are residential or day students but also to individuals around the state through its outreach departments.

It's Outreach Department provides services through the following:

- **The Parent-Infant Program:** serves ages 0 to 3 and their families.
- **School Age:** consultations and direct services as needed throughout the state
- **Adult Services:** services and resources for individuals with hearing loss after high school.
- **Communications Department:** Provides services related to interpreting services and learning of sign language and support to sign language interpreters around the state.

NDSD offers a variety of resources in a variety of areas related to hearing loss. They serve North Dakotans who are deaf, hard of hearing, deafblind, late-deafened, seniors with hearing loss, family members of those individuals with a hearing loss, public and private service providers, employers and businesses, individuals and community groups who are interested or impacted by hearing loss.

"Looking back with Pride"

Some historical highlights of North Dakota School for the Deaf

First 23 students at the original site for the newly established NDSD

August 1, 1890: first student enrolled: 10-year-old Mabel Alice Newton

1890-1895: Superintendent Anson Spear: Communication: Combined method - use of signs and manual alphabet. Use of oral methods with pupils who showed ability. Implemented trade programs: farm, dairy, garden, printing, sewing and housekeeping. A North Dakota law passed: $50 penalty for parents who refused to send their deaf child to school

1894: Old Main Building was the first established building on permanent NDSD site

1895-1912: Superintendent Dwight Bangs: Communication: Combined Method - use of signs, fingerspelling, writing, and speech: adapting their uses with pupils as needed. Implemented carpentry class. Change school's name from *Deaf & Dumb Asylum* to *ND School for the Deaf and Dumb*

June 11, 1900: first graduating class of NDSD: Lorrents Larson, Effie Smith and Lester Williams

1906: Total of 140 acres of grounds was part of NDSD: 80 acres for cows, 31 acres for cropland, 8 acres for garden and rest for buildings and playgrounds. NDSD furnished their own beef, pork, milk and produce and supplemented it with wild game given to the school by students, staff and friends.

1909-1910: New hospital building nearly completed with 17 beds, an operating and disinfecting room.

1912: Gilbert Isakson ('05) first NDSD student to graduate from Gallaudet College. Olga Anderson ('07) was first NDSD female to graduate from Gallaudet College. She came back to NDSD and is the longest tenure instructor at the North Dakota School for the Deaf. In 1960 she retired from the school after teaching deaf students for 47 years.

1912-1915: Superintendent J.W. Blattner: Communication: Combined Method: emphasis on oral method – if pupils did not show benefit, transferred to manual department.

1915-1920: Superintendent Frank Read: Communication: Combined Method: upon entry into school pupils placed in oral method and instructed in speech. If progress was not successful, pupils transferred to manual department (*1916*: seven oral classes and three manual classes). Implemented cabinet making and china painting trades programs.

The information came from a slide presentation put together by Lilia Bakken and can be seen at the **http://ndsdsociety.org** website.

"Looking back with Pride"

June 20-22, 1916: First NDSD alumni reunion and voted to establish the North Dakota Association of the Deaf

October 9, 1918: Board of Health ordered all schools, churches and theaters closed in Devils Lake due to spread of Spanish Influenza that was plaguing the United States. NDSD had a few cases among staff and students but prompt medical attention and precautions prevented any serious cases (75 people were treated at school)

1920-1921: Superintendent M.C. McClure: Communication: Oral method, however, if pupils were unsuccessful they transferred to manual department. Lobbied and obtained funds to build new boys dormitory.

1921-1937: Superintendent Burton Driggs. Communication: Oral method: pupils were taught speech and lip reading. Aural method: pupils were reached through medium of the ear. Manual method: use of signs and fingerspelling. Implemented new programs: barbering, nursing, beauty culture, typing, shoe repair, bookbinding, home economics, and rug weaving. Construction of Trades Building. Established campus pond and bridge.

Fall 1925: An acrobat team was formed with Louis Burns as the trainer. First public appearance was at the Grand Theater in Devils Lake on February 15, 1926.

1929: Two students were mainstreamed into some classes at Devils Lake Public Schools

November 1931: Ski Club (both cross country and downhill) was organized at NDSD.

1932-33: NDSD boy's basketball team became NDSD Bull Dogs (later changed to Bulldogs).

1937-1945: Superintendent A.P. Buchanan. Communication: Combined Method: all pupils began in oral department and transferred to manual department as necessary. *1937-39:* highest enrollment in history with 140 pupils.

1937: John Louis Clarke, a Blackfoot Indian who was an NDSD student from 1894 to 97 became well known for his wood carvings of wild animals and Indians. His work was displayed all over the United States and London, England. He also created the insignia of a mountain goat for the Great Northern Railroad freight cars.

1945-1969: Superintendent Carl Smith: Communication: 1945: pupils taught orally until 7th grade – if progress was not made then manual communication; 1951: pupils taught orally until 5th grade; 1963: Rochester method adopted: oral and speech reading supplemented with finger spelling. Discontinued farm operation (1953) and shoe repair programs. Implemented new programs: driving training, maintenance, baking, painting, and upholstery. Sold 70 acres of land to City of Devils Lake for construction of junior college (1961). Provided onsite training for teachers of the deaf for Minot State University. Change name of ND School for the Deaf and Dumb to ND School for the Deaf.

The current North Dakota School for the Deaf in Devils Lake. This is the Carl F. Smith building, named after superintendent who held that position the longest.

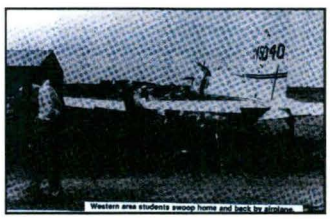
"Looking back with Pride"

1948: The new student driving course was instructed by Louis Burns. A four-door Chevrolet Fleetmaster with dual control on loan from Lake Chevrolet Motor Company of Devils Lake was used.

John DeLance, ('15) attained the distinction of being the only known commissioned deaf Army officer in history of our country. He was awarded his first commission by Governor of Alaska during WWII.

1969 – 1981: Superintendent Alan Hayek: Communication: oral supplemented by use of sign language and finger spelling. Implemented an audiology department, captioned video lending library and a parent-infant program. Initiated idea of NDSD as a state resource center. PL-42-142 Education for All Handicapped Children Act. North Dakota Registry of Interpreters for the Deaf established. Land sold for construction of vocational-technical center. which NDSD students enrolled in trade classes. Junior Association of the Deaf established at NDSD (1971)

1982-1986: Superintendent Dr. Gary Holman. Communication: Signing Exact English – signs devised to represent spoken language, the SEE system provided simultaneous representations of visual and oral English. Implemented psychology department, close up program, Communications department (interpreters provide for mainstream students), reverse mainstreaming (1984) - bringing students from Devils Lake Public Schools into NDSD, weekend flight transportation (1985) – kids go home by car or chartered flight every weekend to see families, Construction of swimming pool opened to community co-ops



October 1983: Old Main Tower top was restored and set on foundation of bricks from Old Main on concrete slab with a sealed time capsule inside the dome.

1986-1990: Superintendent Alan Mealka. Communication: Total Communication – used combination of communication modes including sign language, finger spelling, speech, speech reading, amplification and writing. Implemented summer camps for deaf and hard for hearing children, family learning vacations and in 1988 the Outreach Program. NDSD Heritage Center was established. Individuals with Disabilities Education act (IDEA) enacted.

1990-1998: Superintendent Jaimie Galloway. Communication: Bilingual-Bicultural – affirmed role of American Sign Language as natural language of deaf persons and fostered competency in both English and American Sign Language. Revised NDSD mission statement to include outreach services to deaf and hard of hearing children in North Dakota. Caption-ready televisions (1993) with FCC enacting captioning law in 1996. Internet services and telephone relay services. IDEA reauthorized addressing direct communication.

1998-2005: Superintendent Rocky Cofer. Communication: Bilingual-Bicultural. Hearing screenings for infants started, discontinued trades program. The ND Interpreter Law passed (with collaboration with ND Association for the Deaf), Implementation of ASL and Interpreter Training program. (collaboration with Lake Region State College), Implemented ND Captioning Center (collaboration with ND Friends of Deaf Children Foundation. Interactive television network classed offered (collaboration with Lake Region State College), ND Deaf/Blind services housed at NDSD

"Looking back with Pride"

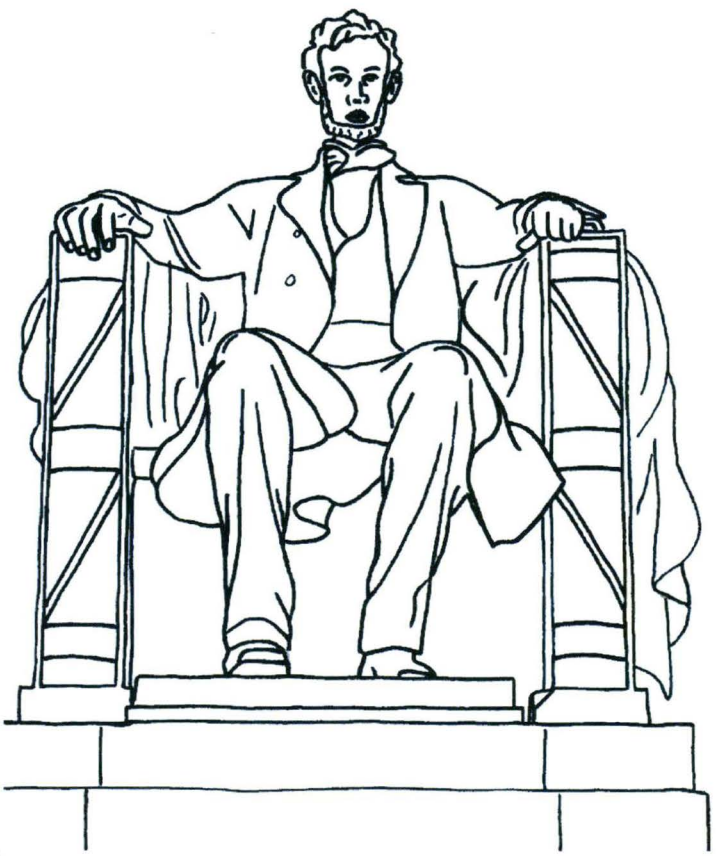
2006-2009: Superintendent Dennis Fogelson. Communication: endorsed use of visual communication and promote an environment in which American Sign Language and English mutually co-exist – communication must be direct, comprehensible and accessible. Legislature authorized expansion of services to adults. Interpreter bill passed that NDSD delegated to distribute financial reimbursements to state institutions of higher learning for interpreters and real time captioning costs incurred.

2009-2013: Superintendent Carmen Suminski. Communication: endorsed use of visual communication and promote an environment in which American Sign Language and English mutually co-exist - communication must be direct, comprehensible and accessible. Superintendent of both North Dakota School for the Blind/Vision Services and North Dakota School for the Deaf. Expanded adult services to have two providers to serve the state. The North Dakota Department of Public Instruction (DPI) close the high school portion at the North Dakota School for the Deaf.

2013-2014: Superintendent: Lilia Bakken - *Interim*

2014 – Present: Superintendent Connie Hovendick - Just starting her term

A 125th All-School Reunion at the North Dakota School for the Deaf will be held on campus June 25-28, 2014. For more information, check out the North Dakota Society of the Deaf website at **http://ndsdsociety.org**



Lincoln Memorial

(Adapted from Deaf Culture Question of the Week by Bill Newell, Principal of Washington School for the Deaf): The Lincoln Memorial in Washington, DC is surrounded in a long standing controversy with regard to a connection to Deaf culture. Lincoln does have a connection in that he was president and signed the papers in 1864 to establish Gallaudet University, the world's only university in which all programs and services are specifically designed to accommodate deaf and hard of hearing students. The controversy, however, is around the issue of whether Lincoln's hands as shown in the Lincoln Memorial are forming the manual alphabet letters "A" and "L" for Abraham Lincoln. In another statue by the same sculptor, Daniel Chester French, created on the Gallaudet campus to memorialize Alice Cogswell and Thomas Hopkins Gallaudet he did form Alice's hand in a manual "A". Over the years many people believed that French worked the manual alphabet letters "A" and "L" into his famous stature of Abraham Lincoln in the Lincoln Memorial. It has never been proven however that it was his intention to do this.

Meet and Greet

What is the name of one of the most noted deaf actresses in the United States. Starring in Love is Never Silent, Children on their Birthdays, Sweet Nothing in my Ear. She was born February 29, 1944. Leap Year!

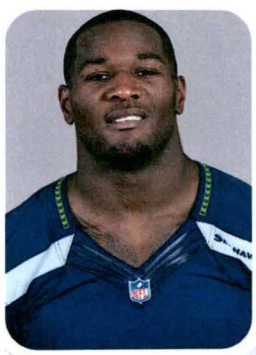
Phyllis Frelich

Phyllis Frelich was born in Devils Lake, North Dakota to deaf parents and is the oldest of nine children (all of whom are deaf) Ms. Frelich graduated from North Dakota School for the Deaf in 1962 and went for further schooling at Gallaudet College. Phyllis Frelich originated the leading female role in the Broadway production of *Children of a Lesser God*, for which she won the 1980 Best Actress Tony Award. Frelich performed the ASL interpretation of Jewel's rendition of the national anthem at Super Bowl XXXII. She has made several guest appearances on TV shows including *Diagnosis Murder* and *E.R.* as well as performed in several movies. Her last acting role was in an episode of CSI: Crime Scene Investigation in 2011.

Frelich died on April 10, 2014 at her home in Temple City, California at the age of 70.

Derrick Coleman: First deaf offensive play in the NFL

Derrick Lamont Coleman (born October 18, 1990) is an American football fullback for the Seattle Seahawks of the National Football League (NFL). He was signed as an undrafted free agent by the Minnesota Vikings in 2012 then for the Seattle Seahawks in December 2012. He made the 2013 season cut after the fourth preseason game and thus was added to the 53-man roster. In week one's game between the Seahawks and the Carolina Panthers, Coleman had three catches for 30 yards. Coleman (along with just about every other member of the Seahawks) had a great Super Bowl 2014, and he was seen making an impact on several special teams plays. Seattle won the game over the Broncos, 43-8.



Coleman became deaf when he was 3 years old. He attended Troy High School in Fullerton, California, and played college football for UCLA.

In January 2014, Coleman was featured in a widely-praised commercial for Duracell Batteries: Trust Your Power. It can be viewed at *www.youtube.com/watch?v=u2HD57z4F8E*

How to access services from North Dakota School for the Deaf/ Resource Center on Deaf and Hard of Hearing

Families, school districts, area education agencies, other interested individuals and North Dakota School for the Deaf/Resource Center on Deaf and Hard of Hearing (NDSD/RCDHH) work together to provide appropriate services...

For on-site school-age programs:

1 Contact your local school district

2 Contact North Dakota School for the Deaf.
Superintendent: 701-665-4400
Toll Free: 1-800-887-2980

3 Tour North Dakota School for the Deaf's campus with your area education agency and local school district staff

4 Work with your school district to schedule an IEP meeting to determine placement that includes a NDSD/RCDHH representative.

North Dakota School for the Deaf
"Looking Back with Pride"
"Looking Forward with Confidence"
Established 1890

A Division of the
ND Department of Public Instruction,
Kirsten Baesler, Superintendent

Parent-Infant Programs & Outreach Regional Offices

Program Coordinator
1401 College Drive North
Devils Lake, ND 58103
(701) 665-4400
Toll Free: 1-800-887-2980

Northwest
Memorial Hall
500 University Avenue West
Minot, ND 58701
(701) 858-3357

Southwest
418 East Broadway, Suite 228
Bismarck, ND 58501
(701) 328-3987

Northeast
1401 College Drive North
Devils Lake, ND 58301
(701) 665-4420

Southeast
1321 23rd Street South,
Suite A
Fargo, ND 58103
(701) 239-7374

To access Outreach Services:

1 Contact the designated person listed below for each service area:

Parent-Infant Program:
(For birth to age five)
Carol Lybeck.....701-665-4400
Carol.Lybeck@sendit.nodak.edu

School Age Services:
(Assessments & Consultations)
Carol Lybeck...701-665-4400
Carol.Lybeck@sendit.nodak.edu

Adult Services:
Pam Smith.....701-665-4401
Pam.Smith@sendit.nodak.edu

Interpreting/Communication
Lilia Bakken.....701-665-4423
Lilia.Bakken@sendit.nodak.edu

Dual Sensory/Deafblind
Sherri Nelson.....701-239-7376
shnelson@nd.gov

Summer Camps
Linda Ehlers.....701-239-7374
Linda.A.Ehlers@sendit.nodak.edu

North Dakota School for the Deaf does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services

Compliments of the North Dakota School for the Deaf/Resource Center for the Deaf and Hard of Hearing

Appendix B

Map of IVN Sites

Communications Department

American Sign Language ITV sites since January, 2004

(Map updated: January, 2015)

Since January, 2004, the schools/communities identified on the map have linked into **interactive television network (IVN)** at the **ND School for the Deaf /Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH)** to receive instruction in American Sign Language (ASL). Classes are taught from the Communications Department on the campus of the North Dakota School for the Deaf.

Sign Language courses provided by NDSD/RCDHH include: American Sign Language I, American Sign Language II and Basic Conversational Sign Language.

Communications Department

Staff members from the Communications Department provide support services to students and staff. Services include:

- Interpreter services (elementary, middle school, high school)
- Interpreter services (after school and extra-curricular activities)
- Tutor services
- Note-taking services
- Closed-caption encoding (for educational videos)
- American Sign Language instruction
- Advocacy for students who are deaf or hard of hearing
- Workshops/trainings related to sign language, interpreting and support services

The Communications Department assists with:

- Development and enforcement of policies and procedures related to the school's communication policy
- Provision of workshops related to clarification of roles & responsibilities of students vs. teachers vs. interpreters vs. signing paras in public schools.
- Clarification of appropriate use of interpreters and tutors /note-takers in the classroom setting.
- Clarification of responsibilities for service providers related to *Americans With Disabilities Act* (ADA Law)

The ND School for the Deaf provides instruction in American Sign Language during the following times:

5:00 – 5:50 Basic Sign Language (statewide via Interactive Television)
6:00 – 6:50 Basic Sign Language (statewide via Interactive Television)
1:15 to 1:35 Beginning Sign Language for NDSD staff
6:00 – 7:00 Baby/Toddler Sign Language class for families (one time each semester)

This year (2014-2015) sign language classes are being taught from the ND School for the Deaf to the following communities using Interactive Television Network (ITV):
Fargo, West Fargo, Mandan, Lisbon, Belcourt, Beulah, Hazelton, and Grand Forks

The North Dakota School for the Deaf works collaboratively with Lake Region State College (LRSC) to provide instruction and intern training opportunities for college students enrolled in **the American Sign Language and Interpreter Studies (ASL & IS)** program at LRSC.

American Sign Language courses provided (in collaboration with Lake Region State College) include:

8:30 to 9:20 American Sign Language I (first semester)
8:30-9:20 American Sign Language II (second semester)
9:30 – 10:00 American Sign Language Specialized Vocabulary – Level I (first semester)
9:30-10:20 American Sign Language Specialized Vocabulary–Level II (second semester)

Data compiled from January 2014 through January 2015 shows the number of individuals that were served via the Communications Department during the past year:

Interpreter services - total number hearing & deaf individuals = **2351** served
Referrals made to free-lance interpreters or interpreter agencies = **127** served
American Sign Language classes = **347** students/participants

Appendix C

Statistical Information & Services Provided

Statistical Information
Services Provided

	2011-2013 Biennium	7/13-12/14
Outreach Services		
Parent Infant		
Consultations	2,235	1,226
Evaluations	82	117
Direct Service	1,453	965
Persons served (unduplicated)	90	79
School Age		
Consultations	1,732	1,320
Evaluations	82	82
Direct Service	626	451
Persons served (unduplicated)	107	89
Adults		
Consults/Evals/Direct Service	877	2,084
Person served (unduplicated)	207	216
Presentations/In-services Attendees	350	1,422
Family Learning Vacation	40	39
Summer Camps	9	10
Outreach Miles Traveled	224,381	157,039
Dual Sensory Project		
Dual Sensory Census	37	33
Communications		
Teaching of Sign Language		
American Sign Language	393 students	186 students
Basic Conversational Sign	136 persons	231 persons
Baby Sign Language Class	40 persons	28 persons
On Campus Interpreting	1,395 persons	1,513 persons
Off Campus Interpreting	1,791 persons	2,187 persons
Library Circulation	4,099 items	2,247 items

On Campus Education Services (2011-2012 School Term)
Preschool – 4 (3 with cochlear implants)
Elementary – 7 (3 with cochlear implants)
Middle – 5 (2 with cochlear implants)
Secondary enrolled at DLHS – 8 (1 with cochlear implant)

On Campus Education Services (2012-2013 School Term)
Preschool – 6 (3 with cochlear implants)
Elementary – 7 (3 with cochlear implants)
Middle – 4 (1 with cochlear implants)
Secondary enrolled at DLHS – 6

On Campus Education Services (2013-2014 School Term)
Preschool – 2 (2 with cochlear implants)
Elementary – 10 (4 with cochlear implants)
Middle – 2 (2 with cochlear implants)
Secondary enrolled at DLHS – 6

On Campus Education Services (2014-2015 School Term)
Preschool – 3 (2 with cochlear implants)
Elementary – 6 (2 with cochlear implants)
Middle – 6 (3 with cochlear implants)
Secondary enrolled at DLHS – 6

2,553 persons were impacted by NDSD/RCDHH from 7/1/13 – 12/31/14

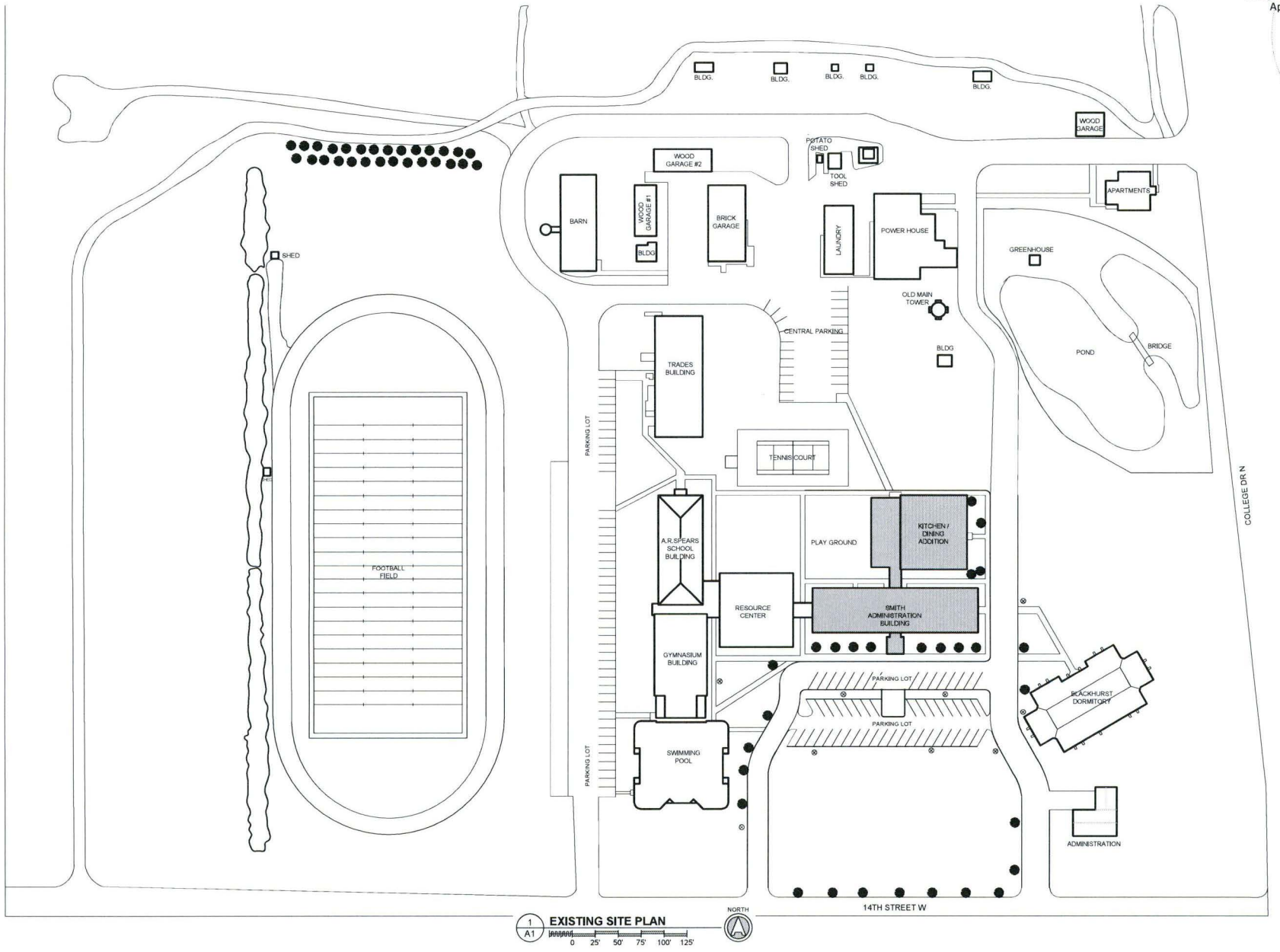
Appendix D

Carl F. Smith Building Analysis

2013-2015 Preliminary Planning Fund

North Dakota School for the Deaf
Carl F. Smith Building Analysis

DRAFT - September 29, 2014



1/A1 **EXISTING SITE PLAN**

HEPPER OLSON architects
429 Broadway Street
PO Box 147
Buxton, ND 58218-0147
P 701-841-1000
F 701-841-1001

North Dakota School for the Deaf
Carl F. Smith Building Analysis
1401 College Drive North
Devils Lake, North Dakota 58301

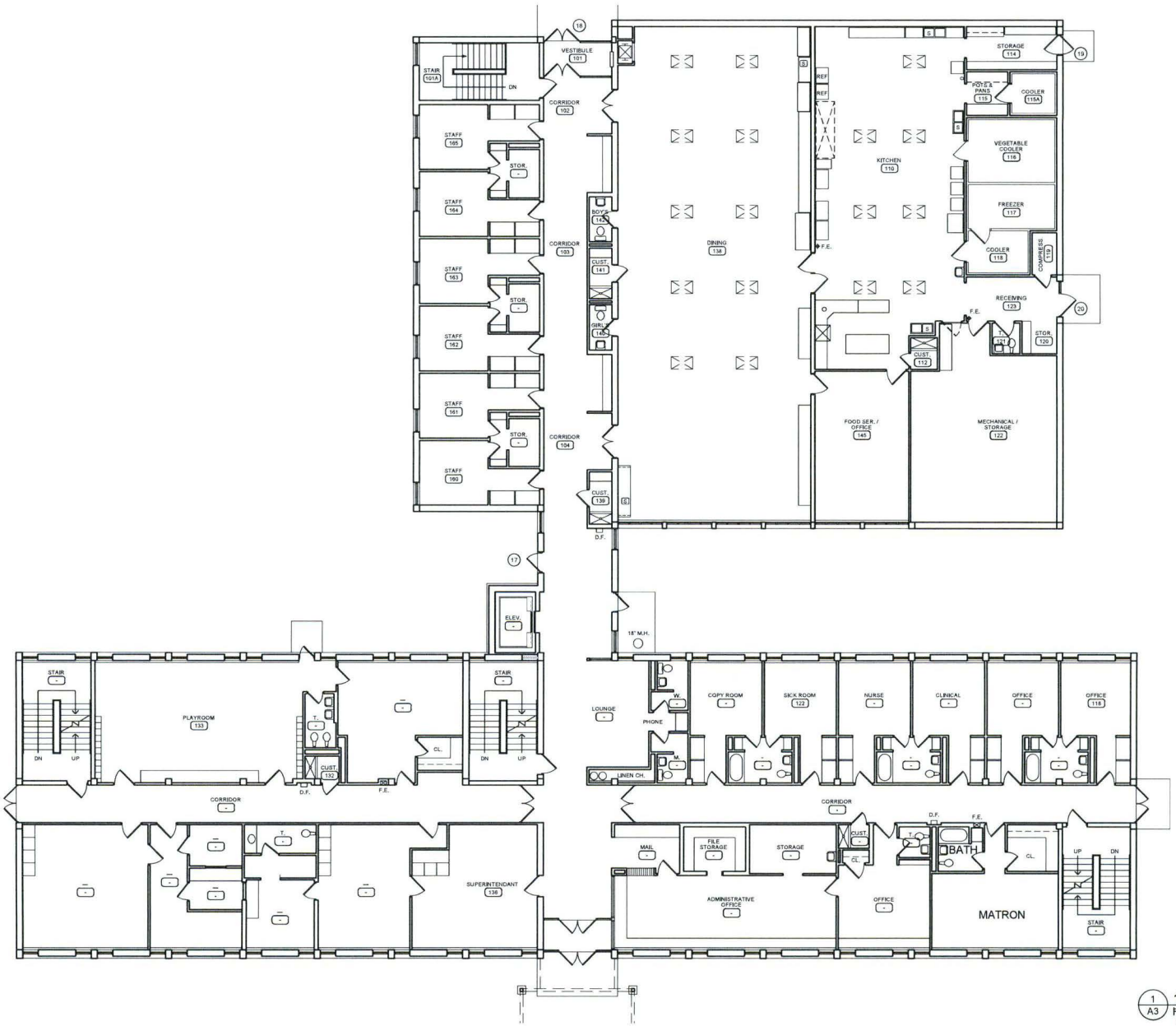
project name & location

ISSUE NO.	DATE	DESCRIPTION
-	-	-

architect's project no. 2014-02
engineer's project no. -----
drawn by BD / GW
checked by BHO

A1
sheet number

copyright 2014



1 / A3 **1st FLOOR PLAN - EXISTING**

0 5' 10' 15' 20'

PLAN NORTH

copyright 2014

HEPPER OLSON architects
429 Broadway Street
PO Box 147
Buxton, ND 58218-0147
P 701-841-1000
F 701-841-1001

North Dakota School for the Deaf
Carl F. Smith Building Analysis
1401 College Drive North
Devils Lake, North Dakota 58301
project name & location

ISSUE NO.	DATE	DESCRIPTION
-	-	-

architect's project no. 2014-02
engineer's project no. -----
-
drawn by: BD / GW
checked by: BHO

A3
sheet number

2015 NDSD/RCDHH PROPOSAL
SMITH BUILDING RENOVATIONS

Scope – We request a three phase multi- year project outlined below.

Improvement of delivery of educational services

1. This renovation would provide a healthier learning environment providing proper HVAC systems for comfort and fresh air requirements.
2. Would provide a safer environment for emergency situations; including, but not limited to ADA requirements and fire safety.
3. Update power systems and telecomm for new technology improvements for educational services.

Phase 1 - Probable Costs $1,750,000

Focus on the one-story portion of the building that houses food services, dining facility, and four offices.

Phase 2 – Probable Costs $2,350,000

Focus on the lower level of the three-story, with some work on upper floors.

Phase 3 – Probable Costs $1,865,000

Focus on the 1st and 2nd floors of the three-story portion of the building.

Replacement or renovation of obsolete facilities.

1. Roofing system - roofing system is beyond its life cycle. New roofing with additional insulation would improve the R-value to decrease energy costs. Also, roof drainage needs to be evaluated to provide additional flow to meet new code requirements for water runoff.

Skylight replacement also required at time of reroofing.

2. Exterior doors - for securing and monitoring entrances, and to install more energy efficiency doors.

3. Interior doors - are cracked in some locations and door hardware is not functioning properly due to age. Replacement of all interior doors is needed to reduce constant maintenance.

4. Interior Finishes - The replacement/upgrade of the HVAC system and installation of new fire protection system and fire alarm system will require the removal of all ceilings through the facility. Since these types of improvement requires major demolition, it would be the time to also upgrade interior finishes to bring facility up to date. New flooring, painting, ceiling and interior doors as well as floor plan revisions for better space utilization shall be completed.
A 3-phase multi-year project would assist in doing areas complete, from top to bottom.
Also, relocation during the summer months to complete smaller projects with less relocation by shuffling staff during the summer months.

5. **ADA compliant** toilet rooms are needed and demolition of old abandoned toilet rooms for better use of space.

6. **Kitchen Freezer**/Cooler - is obsolete.

7. **Kitchen flooring** - doesn't meet the new cleanliness requirements.

8. **HVAC System** - is obsolete and doesn't meet fresh air requirements. Digital Central Control (DDC) control to efficiently program system for energy efficient and comfort.

9. **Plumbing system upgrades**.

10. ***Power, electrical distribution, and data upgrades.***

11. **Lighting Upgrades – energy efficient lighting.**

12. Fire Alarm system - is obsolete parts and upgrade is not available.

Listing of Deficiency Items & Opinion of Probable Costs
Project NDSD Carl F. Smith Buildings
Smith Buildings Deferred Maintenance

HEPPER OLSON architects

Date: September 30, 2014.

Page	Description	units	quan.	cost/unit	Phase 1	Phase 2	Phase 3
	GENERAL						
10	Roofing						
	1-story	sf	9,000	$ 14	$ 126,000		
	3-story	sf	9,400	$ 14		$ 131,600	
11	Skylight replacement	ea	17	$ 2,500	$ 42,500		
12	Exterior Masonry Repairs						
	1-story	ls	1	$ -	$ -		
	3-story	ls	1	$ -			$ -
13	Replace Exterior Door						
	1-story - exterior doors (1 pairs and 4 singles)	ea	5	$ 3,000	$ 15,000		
	3-story - exterior doors (1 pairs and 0 singles)	ea	2	$ 3,000			$ 6,000
	main entrance exterior & interior to meet ADA	ls	1	$ 20,000			$ 20,000
14	Interior Door Replacement						
	1-story	ea	28	$ 1,500	$ 42,000		
	3-story - lower floor	ea	39	$ 1,500		$ 58,500	
	3-story - 1st and 2nd floor	ea	87	$ 1,500			$ 130,500
	Interior Finishes						
15	Ceilings (removal and replacement)						
	1-story	sf	9,000	$ 6	$ 54,000		
	3-story - lower floor	sf	9,000	$ 6		$ 54,000	
	3-story - 1st and 2nd floor	sf	18,000	$ 6			$ 108,000
	Walls -Painting						
	1-story	sf	9,000	$ 3	$ 27,000		
	3-story - lower floor	sf	9,000	$ 3		$ 27,000	
	3-story - 1st and 2nd floor	sf	18,000	$ 3			$ 54,000
16	Flooring (removal and replacement)						
	1-story	sf	9,000	$ 7	$ 63,000		
	3-story - lower floor	sf	9,000	$ 7		$ 63,000	
	3-story - 1st & 2nd floor (hall & stairs only)	sf	3,600	$ 7			$ 25,200
17	Toilet Rooms						
	remodel to meet ADA (2 each near dining)	ea	2	$ 15,000	$ 30,000		
	remodel to meet ADA (2 each floor)	ea	6	$ 15,000		$ 90,000	
	New wall construction						
	3-story - lower floor	ls	1	$ 50,000		$ 50,000	
	3-story - 1st and 2nd floor	ls	1	$ 200,000			$ 150,000
19	Kitchen Equipment						
	New Walk-in cooler and freezer	ls	1	$ 50,000	$ 60,000		
	MECHANICAL						
20	Fire Protection System						
	new fire main to building	ls	1	$ 25,000	$ 25,000		
	1-story	sf	9,000	$ 3	$ 27,000		
	3-story - lower floor	sf	9,000	$ 3		$ 27,000	
	3-story - 1st and 2nd floor	sf	18,000	$ 3			$ 54,000

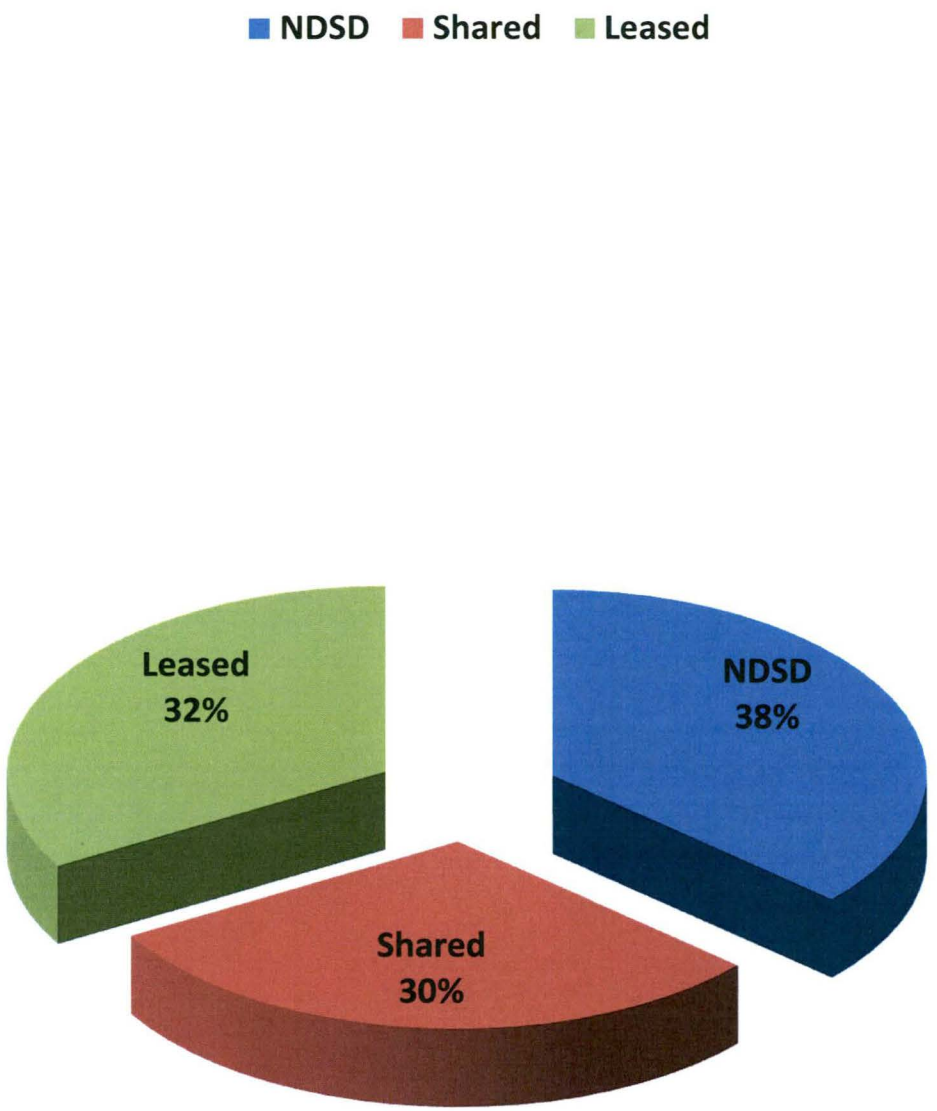
21	Plumbing										
	1-story	ls	1	$	100,000	$	50,000				
	3-story	ls	1	$	370,000			$	420,000		
22	Ventilation, Piping, Test & Balance										
	1-story	ls	1	$	400,000	$	400,000				
	3-story - lower floor	ls	1	$	500,000			$	500,000		
	3-story - 1st and 2nd floor	ls	1	$	300,000					$	300,000
23	Automatic Temperature Controls										
	1-story	ls	1	$	40,000	$	40,000				
	3-story - lower floor	ls	1	$	60,000			$	60,000		
	3-story - 1st and 2nd floor	ls	1	$	25,000					$	25,000
	ELECTRICAL										
24	Electrical Distribution		1								
	1-story	ls	1	$	95,000	$	95,000				
	3-story - lower floor	ls	1	$	95,000			$	90,000		
	3-story - 1st and 2nd floor	ls	1	$	45,000					$	45,000
25	Lighting										
	1-story	ls	1	$	120,000	$	120,000				
	3-story - lower floor	ls	1	$	120,000			$	120,000		
	3-story - 1st and 2nd floor	ls	1	$	240,000					$	235,000
26	Power										
	1-story	ls	1	$	40,000	$	40,000				
	3-story - lower floor	ls	1	$	40,000			$	40,000		
	3-story - 1st and 2nd floor	ls	1	$	80,000					$	80,000
27	Telecommunications										
	1-story	ls	1	$	25,000	$	25,000				
	3-story - lower floor	ls	1	$	10,000			$	10,000		
	3-story - 1st and 2nd floor	ls	1	$	25,000					$	25,000
28	Fire Alarm System										
	1-story	ls	1	$	20,000	$	20,000				
	3-story - lower floor	ls	1	$	10,000			$	10,000		
	3-story - 1st and 2nd floor	ls	1	$	20,000					$	20,000
29	Security										
	1-story	ls	1	$	30,000	$	30,000				
	3-story - lower floor	ls	1	$	-			$	-		
	3-story - 1st and 2nd floor	ls	1	$	50,000					$	50,000
	ENVIRONMENTAL										
18	Abatement Allowance	ls	1	$	100,000	$	25,000	$	25,000	$	50,000
	CONTINGENCIES 15%	%				$	203,475	$	266,415	$	206,655
	inflation increase							$	62,164	$	82,662
	ARCHITECT/ENGINEERING FEES 10%	%				$	155,998	$	210,468	$	166,702
	OWNER EXPENSES 2%	%				$	27,130	$	35,522	$	27,554
	OPINION OF PROBABLE COSTS - TOTAL					$	1,743,103	$	2,350,668	$	1,861,273

TOTAL	**$ 5,955,044**

Appendix E

Building Space Distribution

NDSD/RCDHH Useable Campus Space



Appendix F

Letters of Support

January 6, 2015

To Whom It May Concern;

I am writing to show my support of North Dakota School for the Deaf & Resource Center for the Deaf and Hard of Hearing.

Our daughter was a late diagnosis of mild sloping to profound loss bilaterally and she currently wears behind-the-ear hearing aids. If it wasn't for the staff at the school, I don't know what we would have done. We had exhausted all avenues of finding out why our daughter seemed not to be hearing us and then all of a sudden, she was hearing just fine. It wasn't until after having a sedated ABR done and the ENT telling us, she is fine, she is just slow, and you need to accept that. Well, that set something off in me and I was not just going to accept anything, I started asking around and most told me that I couldn't take her to the deaf school, that was just for deaf kids and they won't help you. Well, everyone was wrong. The school helped us tremendously, from first observation to having hearing tests done, to supporting our decision to enroll her in the school and not in mainstream. Since then, we have decided with the help of some excellent teachers to mainstream her for part of her day and the results have been amazing. She has excelled in the public classroom because of the extra help that she receives in the morning and afternoons at NDSD. They work with the public school teacher to reinforce writing techniques, spelling, and grammar that otherwise left on her own in the public school, would cause her to struggle.

North Dakota needs this school in the state, it covers services from "birth to death", which translates to outreach staff placed throughout the state to assist families from birth to three years old, the school is residential and has a deaf education program for preschool through eighth grade, and support throughout their high school years, then there is adult outreach services for those individuals that want it.

Sincerely,

Deanna Anderson

Deanna Anderson
5119 77th Ave Ne
Devils Lake, ND 58301

ND State Library

ND State Library

North Dakota
STATE LIBRARY

EARLY EXPLORERS
Head Start & Early Head Start

Phone: 701-665-4449
1401 College Drive North
Devils Lake, ND 58301
www.earlyexplorers.org

January 7, 2015

Dear Members of the Senate Appropriations Committee,

This letter is in support of SB 2013 requesting an appropriation for defraying the expenses for the Department of Public Instruction, State Library, School for the Deaf and North Dakota Vision Services- School for the Blind. This recommendation focuses primarily on the proposed budget of the North Dakota School for the Deaf operations and renovations.

Early Explorers Head Start and Early Head Start serve over 125 low-income children in the Devils Lake community. Early Explorers rents a three story building on the classroom that houses five infant toddler rooms, four preschool classrooms and home visitation programming. The program employees over 20 employees and is a lab school/practicum experience for students in early childhood education, nursing, education and other work experience programs. Early Explorers and the School for the Deaf had a strong partnership for the past ten-year maximizing resources (facilities, services & personnel) to serve vulnerable populations.

As part of the rental agreement, Early Explores contracts the ND School for the Deaf to provide daily food service. Early Explorers operates full day programming requiring breakfast, lunch and snack. Head Start requires that staff eat with children and that children living in poverty must be given enough food to meet their nutritional needs requiring the purchasing of additional meals. 160 meals are prepared for breakfast, lunch and snack equaling 480 meals per day. Between August and May 76,800 meals will be served to low income children in addition to serving students of the North Dakota School for the Deaf. This requires kitchen and cafeteria facilities that meet health and safety requirements, maximize workspace and storage and provide an optimal environment for the students.

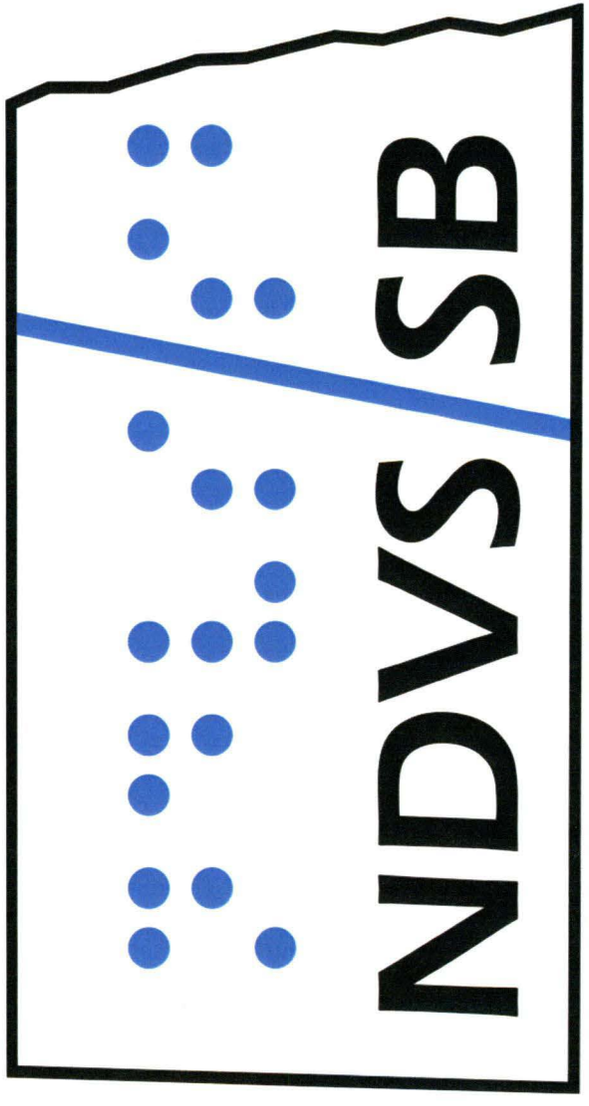
I ask that the committee fully fund SB 2013 including the necessary renovations to the North Dakota School for the Deaf.

Sincerely,

Allison Dybing-Driessen

Allison Dybing-Driessen,
Program Director

ND Vision Services



TESTIMONY ON SB2013
SENATE APPROPRIATIONS COMMITTEE

Mary J. Soucie
State Librarian
North Dakota State Library
(701) 328-2492

Dear Chairman Holmberg & members of the Senate Appropriations Committee,

Libraries are serving the needs of their communities in new and traditional ways. Libraries are one of the few institutions that are open to all members of a community, no matter how young or old, rich or poor, or what level of education they have achieved. The libraries in North Dakota have a long history of working together to share resources and services to meet the needs of citizens from across the state. The North Dakota State Library develops and supports working together with all types of libraries in the State.

Our budget request supports the services that the State Library offers to libraries throughout North Dakota. We provide assistance in the form of technical assistance, education and training to public and school libraries. We also provide online resources to libraries. We have two new leadership initiatives involving librarians statewide, that we are partnering with other State Libraries and organizations to present.

/

We are very grateful for the legislative support that libraries have received in the past and look forward to continued support. I will present additional testimony on two specific areas: our optional requests and Library Vision grants to libraries. In addition, we have several librarians who wish to give testimony on our budget request.

Thank you for your time and attention.

TESTIMONY ON SB2013
SENATE APPROPRIATIONS COMMITTEE

Mary J. Soucie
State Librarian
North Dakota State Library
(701) 328-2492

Dear Chairman Holmberg & members of the Senate Appropriations Committee,

Library Vision grants were first established in 1997, beginning with Library Vision 2004, for the purpose of strengthening the network of libraries throughout the state and to increase their ability to loan library materials to citizens across North Dakota. Since its inception, 67 libraries have joined OCLC, a national network for locating library materials. We've also added 57 libraries to ODIN, our statewide network of library materials, making it more efficient to locate in-state copies of materials for patron requests.

In addition, Library Vision monies have been used to increase technology throughout the state. All public libraries in the state now offer Wi-Fi access, partially due to Library Vision grants.

In 2013, public libraries in North Dakota served 2,211,374 visitors; 161,667 North Dakotans participated in library sponsored programs; and

libraries answered 398,035 reference questions for their patrons. Libraries are more vital to their communities than ever before.

In 2014, the North Dakota Library Coordinating Council (NDLCC) held a series of meetings across the state to begin the process of revising Library Vision 2014 (LV2014). We had public, academic, and school librarians in attendance. In July, the NDLCC adopted Library Vision 2020 (LV2020). This document outlines what library service in North Dakota should strive to be. Goals were developed, in partnership with the library community, and new mission and vision statements were adopted. The goals are:

A. Assure equitable access to information resources and library services throughout the state
B. Enhance library resources in a variety of formats
C. Enrich lifelong learning
D. Advocate for reading and the personal enrichment of library patrons
E. Strengthen the North Dakota State Library in its leadership role of coordinating, enriching, and providing awareness of library programs and services

In accordance with these updated goals, we would like the opportunity to expand the focus of our LV2020 grants beyond joining the online state catalog and technology. Our libraries clearly indicated a need for grants to assist with programs, collection development, and in creating inviting environments for community activities within libraries. We would like to use LV2020 to also meet these needs.

Increasing the ability to loan library materials remains a top priority; broadening the scope of LV grants will enable libraries to better meet the needs of their communities and improve the lives of all North Dakotans.

Thank you for your time and attention.

TESTIMONY ON SB2013
SENATE APPROPRIATIONS COMMITTEE
Optional Adjustment Request

Mary J. Soucie
State Librarian
North Dakota State Library
(701) 328-2492

Dear Chairman Holmberg & members of the Senate Appropriations Committee,

Optional Request: Renovation and Repair for Public Libraries

We have 86 public libraries in North Dakota, most of which are in need of repairs or renovations.

The North Dakota State Library has three professional librarians who work closely with public library directors throughout the state, making visits to work with them in their libraries. Thus, the State Library staff has witnessed firsthand the critical need for renovation and repairs in public libraries in North Dakota.

Libraries serve patrons in multiple ways today, including with traditional books, audio and ebooks for individuals and book clubs; access to computers, Wi-Fi, and online classes; and as cultural spaces for lectures, movies, crafts, and concerts. Our patrons expect more from libraries than ever before. As needs and expectations evolve, so must the facilities that provide them.

6

Needed renovations include bringing library buildings into ADA compliance, increasing energy efficiency, adding additional outlets for computers and patrons' devices, and replacing old or damaged roofing materials. One of our public libraries recently discovered its support beams were disintegrating and in dire need of replacement.

We are seeking funds we can grant to our public libraries for renovation and repair. Sample renovations include repurposing space in the library, replacing worn carpets, adding seating areas for patrons, and increasing computer stations. We will require a 1:1 match for all grant projects. This will increase the number of projects we can fund as well as exhibit local commitment to the library. The match may be obtained from the municipality or through fundraising. New construction would not be eligible for this grant.

The aforementioned improvements will enable the libraries to increase services to children, job seekers, diverse populations, and seniors as well as to facilitate adult education and other programs that support small businesses and economic growth creating a more robust community center.

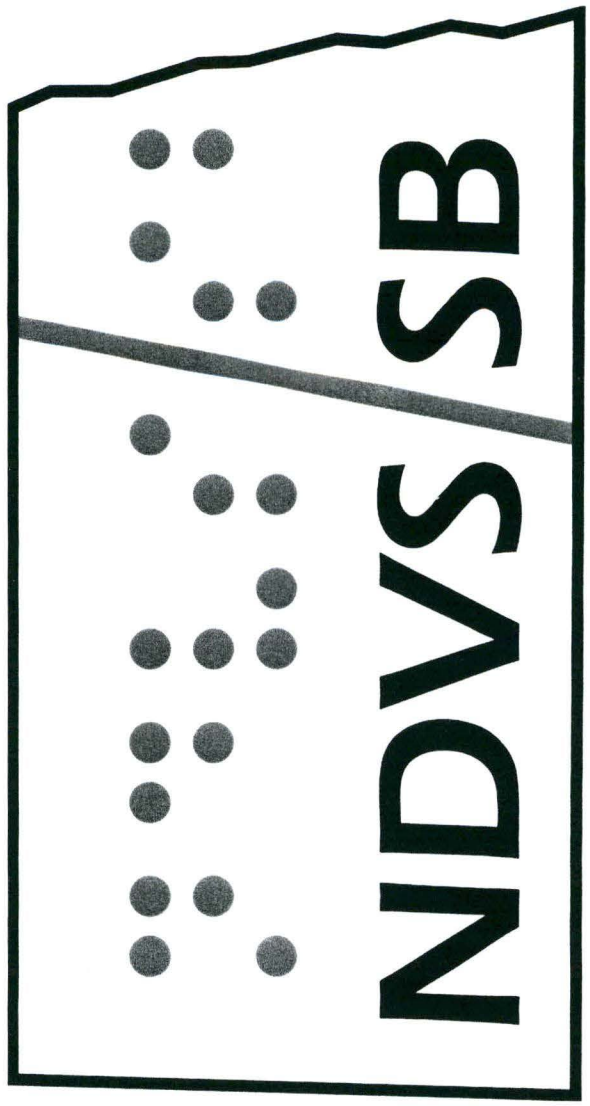
Optional Request: Full Funding for State Aid to Public Libraries

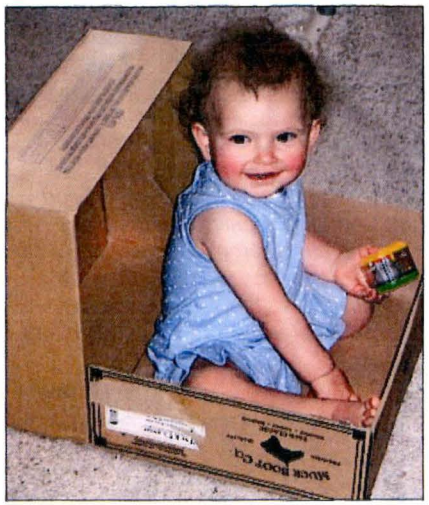
Our budget also requests an increase of $366,500 in State Aid for public libraries. This will bring State Aid to full funding levels for the first time since the law was enacted in 1979. Public libraries use state aid to pay for staffing to be open longer hours, technology, and materials that become available to all North Dakota citizens through Interlibrary Loan. State Aid is critical to our public libraries and makes a direct impact on the people of North Dakota.

We appreciate the ability to use the salary adjustments to aid us in recruiting and retaining highly qualified staff.

We appreciate your consideration and support of our request.

ND Vision Services





Sponsored by

The North Dakota Parent-Infant Program for Children who are Deaf and Hard of Hearing, Age Birth to Three Years Old, and their Families

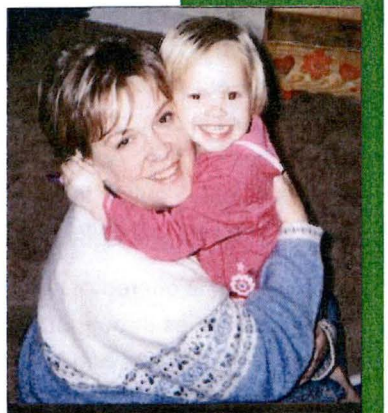
"Serving all of North Dakota"

A Division of the North Dakota Department of Public Instruction, Kirsten Baesler, Superintendent

North Dakota School for the Deaf does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

1/10/2013

SB 2013
1-12-15
#4



Parent-Infant Program

A Family-Centered Approach for Supporting Families with Infants and Toddlers who are Deaf or Hard of Hearing

"Serving all of North Dakota"

Services Provided by Teachers of the Deaf Parent-Infant Specialist

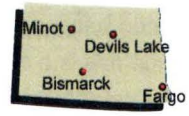
- Empower parents with specialized knowledge and skill about the impact of hearing loss.
- Reinforce and support families with helpful local, state and national resources.
- Integrate play activities in a family's lifestyle to encourage communication, language, audition and speech skills.
- Identify strengths and needs of families to have full participation in the intervention plan that have appropriate outcomes.
- Collaborate through parent and professional partnerships to maintain consistency.

- Support parents in understanding the audiogram and how to monitor the use and care of their child's hearing aids.
- Provide information regarding communication and educational options to assist with the transition out of the early intervention program(s).

A Parent-Infant Specialist combines fun with learning in a supportive environment for you and your family.

Parent-Infant/ Outreach Offices

Please direct referrals and questions to the Parent-Infant Program Specialist in your area:



Coordinator:
1401 College Drive N.
Devils Lake, ND 58301
Phone: 701-665-4400 or
Toll Free: 1-800-887-2980

Grand Forks:
1401 College Drive N.
Devils Lake, ND 58301
Phone: 701-665-4420

Minot:
Memorial Hall
500 University Avenue West
Minot, ND 58707
Phone: 701-858-3357

Bismarck:
418 East Broadway, Suite 228
Bismarck, ND 58501
Phone: 701-328-3987

Fargo:
1510 12th Avenue North
P.O. Box 5036
Fargo, ND 58105
Phone: 701-231-6036

Speech-Language Pathologist
C/O Mt. Pleasant School
201 5th Street NE
Rolla, ND 58367
Phone: 701-477-5062

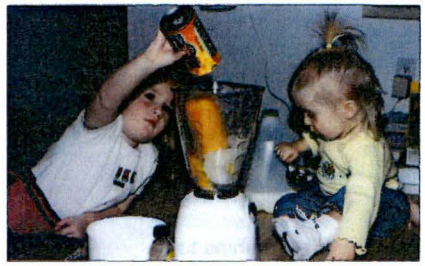
Why Early Intervention?

The first months and years of a child's life provide the foundation for later learning. Research tells us the period between birth through age five is a critical window for development. Children learn from their environment - absorbing language, thinking skills, and social skills as they experience the world with their families and caregivers.

Infants and young children with hearing loss have many of the same needs as other young children, however, the impact of hearing loss creates unique developmental needs. Qualified early interventionists provide support for families and caregivers to help them recognize their strengths and weaknesses.

Parent-Infant Overview

The North Dakota Parent-Infant Program for children who are deaf and hard of hearing, age birth to three years old, and their families offers intervention in a family's natural environment through daily routines.

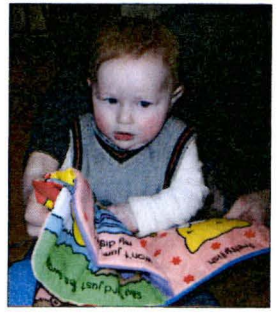


Through regular visits to the child and family, certified teachers of the deaf address the family's concerns and help determine priorities. Together, families, caregivers and early interventionists share information, discuss ideas and adaptations and monitor the child's progress. The purpose is to enhance each family's ability to help his/her child to become a participating family member and a part of the larger community.

The program also supports families and caregivers as they plan for the transition of children out of early intervention services and into the family's selected option for their three to five year old child.

This program is offered at no charge to families throughout the state of North Dakota and is provided through the Parent-Infant Program of the North Dakota School for Deaf.

Any child residing in North Dakota with a suspected or diagnosed hearing loss can be referred to this program. Referrals can be made by family members, physicians, school districts, audiologists, speech and language centers or other agencies.



What Parents are saying about PIP

"No words could ever express our gratitude for all you have done and sacrificed for [my daughter]. Having two hearing impaired children and seeing the differences at the same age due to the times (ages) each were identified and the solid foundation [my daughter] now has just warms my heart."

- Hettinger -

"The Parent-Infant Program has been a very valuable program for our family. It has provided us with countless resources on hearing impairment, put us in contact with other parents of hearing impaired children, provided valuable one on one training, and given us hope, support and encouragement in our struggle to deal with raising children who are hearing impaired. Our boys have gotten a great start thanks to the Parent-Infant Program."

- Milnor -

NORTH DAKOTA SCHOOL FOR THE DEAF RESOURCE CENTER FOR DEAF AND HARD OF HEARING

Providing programs and services for deaf and hard of hearing citizens of all ages in North Dakota since 1890

A Division of the
ND Department of Public Instruction,
Kirsten Baesler, Superintendent

NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services.

Statewide Outreach Services

5/5/2014

NORTH DAKOTA SCHOOL FOR THE DEAF
RESOURCE CENTER FOR DEAF AND HARD OF HEARING

Communications Department
1401 College Drive N
Devils Lake, ND 58301
Phone: 701-665-4423
Fax: 701-665-4409
Website: www.nd.gov/ndsd/

Outreach Communications
418 E Broadway Avenue, #15
Bismarck, ND 58501; Phone: 701-328-3988

"Sign language interpreters provide accessibility for Americans who are deaf. Foreign language interpreters interpret for those who have not yet learned English. While learning English is a choice for them, being deaf is not." -www.deafexpressions.com

The federally mandated Americans with Disabilities Act (ADA) of 1990 prohibits discrimination against people who are disabled. Accessibility for a person in a wheelchair is widened doors, lowered water fountains and ramps. For a person who is deaf, accessibility is defined as *effective communication.*

- Title I of the ADA addresses the provision of interpreters in the area of employment.
- Title II deals addresses providing interpreters for state and local government agencies. Programs, services and activities.
- Title III of the ADA addresses public accommodations and defines them as facilities, operated by a private entity, whose operations affect commerce and include the following categories:
    - Hospitals, doctors' offices and health care facilities including nursing homes and assisted living facilities and pharmacies
    - Police stations, law offices and courtrooms
    - Public schools, college and universities
    - Restaurants, bars, hotels
    - Theaters, exhibit halls and museums
    - Most places that provide services to the public

Professional Sign Language Interpreting

NORTH DAKOTA SCHOOL FOR THE DEAF RESOURCE CENTER FOR DEAF AND HARD OF HEARING

"Looking back with pride; Looking forward with confidence"

Promoting commitment to the pursuit of excellence in the practice of professional sign language interpreting for deaf, hard of hearing and hearing citizens of North Dakota.

Phone: 701-665-4400
Toll Free: 1-800-887-2980

About Sign Language Interpreting

The Americans with Disabilities Act (ADA) of 1990 mandates that all public and private agencies that provide services to the general public, and all employers with 15 or more employees, must be accessible to all people regardless of disability. For people who are deaf or hard-of-hearing, this means that communication must be accessible. Providing a sign language interpreter allows deaf or hard of hearing individuals and hearing individuals to communication clearly and concisely, saves time, and reduces confusion, liability and frustration for all involved.

Typical Settings for Interpreting

Always ask the deaf person if an interpreter is needed by writing the question on paper as he or she can best judge whether or not a particular topic of communication can be followed through writing, lip-reading or sign language interpreting. This decision depends on the length of discussion, terminology involved, the action that must be taken or the severity of the decisions made by all parties. The following are some settings which typically require the services of a professional sign language interpreter:

- Medical, dental and eye appointments
- Legal matters
- Local, state and federal government agencies
- Educational settings and programs
- Business appointments
- Employment-related meetings
- Public functions: forums, performances
- Special occasions: religious ceremonies, social functions

Hiring a Qualified Interpreter

After determining that an interpreter will be needed, how can one be found? The following ideas may help in your search.

- There are two ways to hire interpreters — direct hiring or using an interpreter referral agency.
    - Using an interpreter referral agency will likely be more expensive; however, the agency is responsible to make the contact, hire the interpreter and negotiate billing. The agency can also validate the interpreter's skill level and ethics.
    - You may negotiate rates for services when hiring an interpreter yourself. However, you may have to contact several interpreters before you find one that is available. The NDSD/RCDHH website lists certified interpreters in your area at: www.nd.gov/ndsd/ You can also search the site for local referral agencies.
- The Registry of Interpreters for the Deaf (www.rid.org) allows you to search for certified interpreters by state or zip code.
- When hiring an interpreter, ask to see his/her certification which indicates the interpreter has successfully passed appropriate p[redacted]nance tests and has skills required [redacted]English and American Sign Language and have knowledge of hearing and deaf culture. The interpreter should also be familiar with ethical standards and practices of the interpreting profession. Valid certification in ND may be in one or both of the following national forms:
    - RID (Registry of Interpreters for the Deaf) includes MCSC, CSC, CI, CT, IC, TC, RSC or NIC, NIC Advanced or NIC Master.
    - NAD (National Association of the Deaf) includes Level 3 (Generalist), Level 4 (Advanced) or Level 5 (Master).

Using Interpreters Effectively

- Avoid directing questions to the interpreter while the interpreter is working
- Do not use the interpreter as a human model
- Respect interpreter break times, interpreting is physically and mentally taxing
- Address the deaf person directly and avoid using "Tell him, ask her" phrases
- Share notes, outlines or handouts with the interpreter in advance, when possible, so he/she may be well prepared for the assignment

"Looking Back with Pride...Looking Forward with Confidence"

"A School Without Walls"

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing shall develop innovative approaches and access technologies to promote deaf education, both on and off campus; pursue research for effective strategies; and provide needs-based programs and services for adult clients which will greatly benefit North Dakota citizens, of any age, who are deaf and hard of hearing

Mission Statement:

"...to provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state."

9/16/2014

North Dakota "Looking Back with Pride" "Looking Forward with Confidence" School for the Deaf

Established 1890

A Division of the

North Dakota Department of Public Instruction,

Kirsten Baesler, Superintendent

NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services

5

2013-2015 Strategic Plan

North Dakota School for the Deaf Resource Center for Deaf and Hard of Hearing

"Serving people of North Dakota who are deaf and hard of hearing since 1890"

Dr. Connie Hovendick, Superintendent

1401 College Drive N.

Devils Lake, ND 58301

Phone: (701) 665-4400

Toll Free: 1-800-887-2980

Website: http://www.nd.gov/ndsd/

Strategic Goals

Overall Strategic Plan Goal

- To increase the number of infants and their families, students and adults that the North Dakota School for the Deaf/ Resource Center for Deaf and Hard of Hearing serves each year.

We Will

- Improve stake holder awareness of the NDSD/RCDHH services and the future direction of NDSD/RCDHH.
- Educate all stakeholders of the fact that deaf and hard of hearing people of all ages are at risk if appropriate intervention is not provided.
- Inform stakeholders of the scope and quality of services provided by Outreach Specialists who utilize "best practices" in the renewed statewide effort to serve deaf and hard of hearing persons in this "school without walls" strategy.
- Inform all significant stakeholders of the Century Code statute (25-07-10) Deaf Persons—Duty to Report.
- Collect all relevant data to identify the number of students, infants and families that are served by NDSD/RCDHH faculty and staff.

  Develop formal policy that delineates the eligibility protocol for children/students who should be reported.

  Develop formal protocol for referral process. Clearly describing the procedures to be followed with each referral.
- Provide support and professional development of all educational interpreters in the state through the partnership of NDSD/RCDHH and the Lake Region State College
- Develop a client search system for locating deaf and hard of hearing adults who are in need of service and resources.

"Looking back with pride... Looking forward with confidence"

"A School Without Walls"

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing shall develop innovative approaches and access technologies to promote deaf education, both on and off campus; pursue research for effective strategies; and provide needs-based programs and services for adult clients which will greatly benefit North Dakota citizens, of any age, who are deaf and hard of hearing

Mission Statement:

"...to provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state."

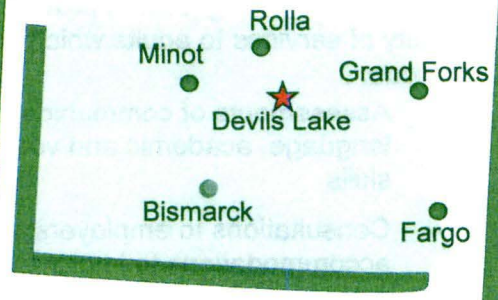
Outreach Services

The North Dakota School for the Deaf, established in 1890 by the North Dakota Constitution, is a division of the Department of Public Instruction. Currently, as the state's center of excellence on hearing loss, it provides services through its Parent-Infant Program serving infants, ages 0 to 3, and their families in the home; services for school-aged students, both on and off campus, age 3 to 21; and a resource center for adults with hearing loss whether life-long or later acquired.

Consultation services are provided to education programs, state agencies and businesses to meet the needs of individuals who are deaf or hard of hearing and their families.

- **Material Resources:**
  brochures, books, audio-visual resources
- **Public Information:**
  speaker's bureau, tours of NDSD/RCDHH, in-services, Deaf awareness programs
- **Sign Language/Interpreting:**
  interpreter referral, statewide sign language classes (on-site & remote), audio-visual resources; workshops for interpreters
- **Consultations/Assessments:**
  audiology, social-emotional, speech and language, sign language, classroom & teacher modification, developing appropriate IEP/IFSPs
- **Alerting & Communication Devices:**
  devices for demonstrative purposes; resources on companies & products; general information brochures
- **Summer Camp Program:**
  Week one: 7 to 12 years old
  Week two: 13 to 18 years old

North Dakota School for the Deaf Resource Center for Deaf and Hard of Hearing



"Serving people of North Dakota who are deaf and hard of hearing since 1890"

1401 College Drive N.
Devils Lake, ND 58301
Phone: (701) 665-4400
Toll Free: 1-800-887-2980
Website: http://www.nd.gov/ndsd/

Adult Services

The North Dakota School for the Deaf is designated as the state's resource center on hearing loss. It provides a variety of services to adults which may include:

- Assessments of communication, language, academic and vocational skills
- Consultations to employers on accommodations to improve employment accessibility
- Aural rehabilitation and communication strategies
- Assistive technology support
- Sensitivity and awareness training
- Advocacy for communication access
- General information and resources related to hearing loss
- Job seeking and retention skills

A Division of the
North Dakota Department of Public Instruction,
Kirsten Baesler, Superintendent

NDSD does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services

1/9/2013

Educational Programs

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH) provides students with a broad spectrum of disciplines including traditional academic offerings and special studies. Teachers of the Deaf utilize specialized methods of instruction that address the unique educational needs of children who are deaf or hard of hearing. Based upon each child's Individualized Education Plan (IEP), programming emphasizes the development of functional language including: expressive and receptive skills in speech, speech reading, manual communication (sign language and fingerspelling), reading, writing and audition. NDSD/RCDHH endorses the use of direct visual communication as well as oral and auditory skills to support education and to foster social and learning environments that nurture the development of positive self image and respect among students who are deaf or hard of hearing. Emphasis is placed upon the development of positive social and emotional attitudes, achievement in academic areas, vocational exploration and development of lifelong independent living skills.

Students participate in mainstream educational or extracurricular programs in the Devils Lake Public School system. Support services are provided to students as needed.

Health care services, administered by professional health care staff, are available twenty-four hours per day. Attention is focused on the total wellness of the student by monitoring each student's medical, dental, audiological and optometric needs. Residential staff members provide supervision in a secure, nurturing communicative environment that fosters positive values, good health and community involvement. Extracurricular, recreational activities and athletic opportunities are available to all students.

Parent-Infant Program

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH) supports a Parent-Infant Program for children with a hearing loss, ages birth to three years. This program, conducted in the home, utilizes the SKI-HI Curriculum to instruct families of infants with hearing loss in the areas of audiology, speech, language, auditory training and education options for their child.

NDSD/RCDHH hosts regional support groups, family learning vacation and provides an assortment of printed and audiovisual resources for parents.

ND SCHOOL FOR THE DEAF/ RESOURCE CENTER FOR DEAF AND HARD OF HEARING

Providing programs and services for deaf and hard of hearing citizens of all ages in North Dakota since 1890.

A Division of the

ND Department of Public Instruction,

Kirsten Baesler, Superintendent

North Dakota School for the Deaf/ Resource Center for Deaf and Hard of Hearing does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services.

1/9/13

North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing
Communications Department
101 College Drive N
Devils Lake, ND 58301
Phone: 701-665-4423

Communications Department

NORTH DAKOTA SCHOOL FOR THE DEAF/ RESOURCE CENTER FOR DEAF AND HARD OF HEARING

"Looking back with pride; Looking forward with confidence --

A school without walls"

Toll free: 1-800-887-2980

Fax: 701-665-4409

Email: ndsd@sendit.nodak.edu

Web: http://www.nd.gov/ndsd/

Professional Development and Support for Educational Sign Language Interpreters in ND

To assure that quality educational interpreting services are being provided to North Dakota's students who are deaf and hard of hearing, the 2011 ND Legislative Assembly, with support from the Department of Public Instruction, enacted NDCC 43-52 which states that "individual[s] working in an elementary and secondary school must [pass] the Educational Interpreter Performance Assessment at a level of 3.5 or higher." To ensure that individuals, regardless of their current job titles, become qualified, by state law, to interpret for students who are the deaf and hard of hearing, the Communications Department of the ND School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH), in conjunction with the Sign Language Interpreting Program of Lake Region State College (LRSC) offer school districts the following assistance:

Consultation/Evaluation/Referral

- The interview process for school districts who must review applicants for *educational interpreter* positions may be challenging. Staff members (nationally certified interpreters) are available to assist administrators during the interviewing and hiring of interpreters to help ensure that the most qualified and skilled person is selected.
- **NDSD/RCDHH staff may come to your school to assist with annual performance evaluations of educational interpreters. A staff member will complete a day-long classroom observation of the interpreter 'in action' and provide written feedback and recommendations for professional development if needed.**
- School personnel may contact NDSD/RCDHH as needed to obtain a list of certified free-lance sign language interpreters to provide substitute interpreting for public school students. For your convenience, an updated list of interpreter names and contact information is also maintained on the NDSD/RCDHH website at: ww.nd.gov/ndsd/

Interpreter Skill Development and Certification Maintenance

- By utilizing ND's Interactive Video Network (IVN), educational interpreters may access sign language classes taught by NDSD/RCDHH and/or LRSC instructors.
- NDSD/RCDHH will host or co-host two workshops per year to provide knowledge and skill development opportunities for K-12 educational interpreters and allow them to earn CEUs for the certification maintenance program.
- Support group discussions hosted by a nationally certified sign language interpreter will be offered twice per year to provide educational interpreters with resources that will enable them to interpret more effectively for deaf and hard of hearing students.

North Dakota Captioning Center

It is the goal of NDSD/RCDHH to make communication and education accessible to all students to ensure that no child is left behind. A staff member from NDSD/RCDHH is available to insert closed captions and/or subtitles on educational videotapes and DVDs for school districts and educators in ND. Advance notice is required. Fees may apply.

Real Time Note-Taking Services

If a student has a documented disability that interferes with his or her ability to understand class lectures and write adequate notes, NDSD/RCDHH staff may provide remote real time note -taking support services (hourly fees are charged for this service).

Educational Interpreter Performance Assessment Test Proctoring

Proctoring of the Educational Interpreter Performance Assessment test is available at NDSD/RCDHH (or another designated site) twice per year for those requiring certification. Recorded work samples will be sent to Boys' Town National Research Hospital for formal diagnostic evaluation and scoring. Results identify interpreting strengths and weaknesses and if passed, will provide national certification. Test fees will apply.

Distance Mentoring for Interpreters

Interpreters needing answers or resources quickly may talk to or Skype with an experienced certified interpreter mentor. Live 'mentor chats' may be scheduled (call 701-328-3988 or email renae.bitner@sendit.nodak.edu). We will do our best to provide information regarding ethics, best practices and resources related to becoming nationally certified.

Educational interpreters have specialized responsibilities:

- Facilitate communication between deaf and hearing individuals.
- Relay information accurately to and from students who use sign language.
- Prepare for interpreting assignments by reviewing instructional information.
- Serve as a member of the educational team in planning students' programs.
- Collaborate with teachers concerning the physical environment, i.e. lighting, seating arrangement.
- Provide interpreting services for out-of-class activities during school day and after school for extra curricular activities, etc.
- Accept only those job tasks for which they are qualified.
- Participate in professional development opportunities in order to maintain skills and interpreter certification.
- Provide tutoring for students during free time or study hall per determination of the education team (IEP) or discussion with the IEP manager and under supervision of teacher.
- Teach sign language when appropriate.
- Provide information on deaf culture and deaf awareness issues.
- Educational interpreters must be trained and competent in both sign language and interpreting. Knowing "some" sign language does not qualify someone as an educational interpreter.
- Educational interpreters must be certified by a valid nationally recognized credentialing program such as those sponsored by the Regist[redacted]nterpreters for the Deaf (RID).

For more information about educational interpreting contact:
North Dakota School for the Deaf
Resource Center for Deaf and Hard of Hearing
1401 College Drive N.
Devils Lake, ND 58301
Toll Free: (800) 887-2980
Local: (701) 665-4400
Communications Department (701)665-4423
Outreach Department (701) 665-4411
E-mail: www.nd.gov/ndsd

Statewide Outreach Services

The NDSD/RCDHH is a division of the North Dakota Department of Public Instruction
Kirsten Baesler, Superintendent

The NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in its programs, activities, or employment.

1/9/2013

Interpreters in Schools

North Dakota "Looking Back with Pride" Established 1890 "Looking Forward with Confidence" School for the Deaf

A Guide For Mainstream Educators

North Dakota School for the Deaf
Resource Center for Deaf a[redacted]rd of Hearing

Roles and Responsibilities in the Mainstream Classroom

Interpreter Responsibilities:

- Keep all assignments, classroom and student-related information confidential.
- Refer questions (from family & friends) regarding the student's performance to the appropriate teacher or IEP manager.
- Render the signed message faithfully, maintaining the speaker's spirit and content.
- Arrive promptly at interpreting assignments.
- Wear appropriate clothing (plain colored tops) to prevent eye-strain for the student.
- Position self so student can simultaneously see both speaker and interpreter. Interpreter may follow teacher around the room during discussion and lectures to facilitate communication.
- Interpret teacher lectures, guest speakers, films, additional noises and other students' questions, answers, conversations, etc.
- Refrain from evaluating teaching methods or behavior management techniques.
- Sign information to student and read student's signed responses then voice-to-English student's replies.
- Ask for a word or phrase to be repeated for clarification when message is not understood.
- Should not assume role of disciplinarian. The teacher maintains authority for all academic and social issues. The interpreter should not be used as a substitute teacher or supervisor at any time.
- Refrain from assuming the role of discussion person during an interpreting situation.
- Report communication concerns regarding student to appropriate teacher or IEP manager.
- Serve as a liaison in providing information regarding the use of interpreter services to the teacher as well as other students and staff.
- Assist in maximizing the classroom environment to ensure visual accessibility for the student.

The primary role of an interpreter is to facilitate communication between deaf and hearing consumers signing all that is said and voicing-to-English all that is signed.

Teacher Responsibilities:

- Assume educational responsibility for the student who is deaf or hard-of-hearing .
- Discipline student in same manner as other students in the classroom.
- Help assure that the student has appropriate seating taking into consideration visual and auditory communication needs.
- Provide student with notes from lectures or ensure that appropriate note-taking services are provided.
- Allow extra time for student to observe signed messages so he/she has opportunity to answer questions and participate in classroom discussions. Call on student in the same manner as a hearing student.
- Inform interpreter in advance of special presentations or field trips.
- Furnish interpreter with class text books and other relevant instructional materials.
- Refrain from participating in personal conversations and discussions with interpreter during class time.
- Discuss educational concerns regarding the student with the student's IEP manager—not with the interpreter.
- Address the student in same manner as you would a hearing student. Make eye contact with student and speak directly to him/her rather than to the interpreter.

Student Responsibilities:

- Arrive on time for class bringing needed supplies (paper, pencils, notebooks, text books, etc.)
- Complete his/her assignments/homework.
- Participate in class and pay attention to teacher through the interpreter.
- Discuss problems regarding classroom interpreter with the interpreter first, then the teacher or the interpreter's supervisor if necessary.
- Avoid unnecessary interruptions or conversations with interpreter while he/she is interpreting.
- Self-advocate—ask for a note-taker, tutor, or visually-accessible seating as needed.
- Ask interpreter and/or teacher for clarification of signs or vocabulary words that may be unfamiliar.
- Remember test days, homework, and other assignments. Do not rely on interpreter for reminders.
- Inform both teacher and interpreter about absences from class if known in advance.
- Refrain from chatting with interpreter during class time unless teacher allows others to chat as well.
- Sit in a position visually accessible to the interpreter.
- Learn to manage and understand interpreting accommodations (lighting, seating and scheduling support services) and self-advocate as needed.

Both interpreters and teachers must follow ethical guidelines to protect students' privacy and access to educational opportunities.

ADULT SERVICES

Coordinator
1401 College Drive N.
Devils Lake, ND 58301
Phone: 701.665.4401
Toll Free: 1.800.887.2980

Grand Forks Office
500 Stanford Road
Grand Forks, ND 58203
Phone: 701.230.8701

Bismarck Office
418 E Broadway Ave. #15
Bismarck, ND 58501
701.328.3988

Statewide Services

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing shall develop innovative approaches and access technologies to promote deaf education, both on and off campus; pursue research for effective strategies; and provide needs-based programs and services for adult clients which will greatly benefit North Dakota citizens, of any age, who are Deaf or Hard of Hearing

Mission Statement:

"...to provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state."

WE SERVE...

North Dakotans who are:

- Deaf
- Hard of Hearing
- Late-deafened
- Seniors with hearing loss

Family members of those with hearing loss

Public and private service providers

Employers and Businesses

Individuals and Community groups

A Division of the
ND Department of Public Instruction,
Kirsten Baesler, Superintendent

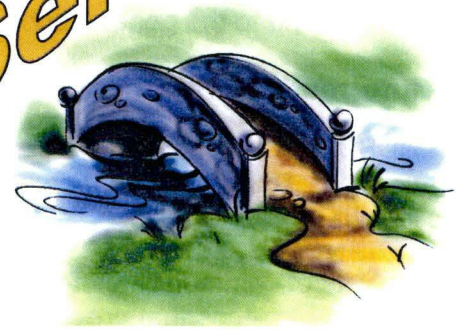
NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, age or disability in employment [redacted]vision of services

4/30/2014

NORTH DAKOTA SCHOOL FOR THE DEAF

RESOURCE CENTER FOR DEAF AND HARD OF HEARING

Adult Services



For more information contact:
North Dakota School for the Deaf
Resource Center for
Deaf and Hard of Hearing

Devils Lake Office
Phone: 701.665.4401 Toll Free:1.800.887.2980

Grand Forks Office
701.230.8701

Bismarck Office
701.328.3988

Website: www.nd[redacted]dsd/

ADULT SERVICES

The Adult Services Program at the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH) advocates on behalf of people who are Deaf or Hard of Hearing to promote opportunity and independence. NDSD/RCDHH shall strive to:

- ensure that communication and services are accessible
- increase awareness of needs of people who are Deaf or Hard of Hearing to the general public

Information and Consultation

NDSD/RCDHH maintains a central location for resources on hearing loss that include:

- lists of community, state and national organizations that provide services to people with hearing loss including: assistive technology providers, information regarding sign language interpreters and captioning providers
- general information about deafness, self-advocacy and communication needs
- information on compliance regarding the *Americans with Disabilities Act* (ADA); rights of individuals who are Deaf or Hard of Hearing as well as responsibilities of service providers

Educational Presentations

NDSD/RCDHH conducts training sessions to increase the public's awareness of hearing loss, the availability of assistive technology devices and the importance of communicative accessibility for people who are Deaf or Hard of Hearing.

Presentation topics may include:

- communication rights of individuals who are Deaf or Hard of Hearing
- how to obtain and work with a sign language interpreter
- types of assistive technologies including use of videophones and relay services
- impact of hearing loss and communication tips
- overview of the Americans with Disabilities Act and compliance
- American Sign Language and Deaf Culture
- how to make a home 'visually' accessible
- job seeking and retention skills

Assistive Technology

NDSD/RCDHH maintains an assistive technology center to demonstrate the following devices: amplified or text telephones, amplified ringers, phone flashers, baby monitor systems, fire and smoke alarms, F-M systems, doorbell flashers as well as other alerting devices for the home or work environment.

Library Resources

The library/media center at the NDSD/RCDHH offers a comprehensive collection of books, magazines and audio-visuals on an array of deafness-related topics including: Deaf Culture, ADA law and civil rights, deaf education, American Sign Language stories and interpreting literature. These resources are available for loan through the NDSD/RCDHH library. The librarian may be contacted at: 701-665-4433.

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing shall provide a continuum of non-duplicative services and shall collaborate with stakeholders and service providers to identify and meet existing and changing needs and to provide appropriate responsive services to all North Dakotans with hearing loss.

Bismarck Veterans Memorial Public Library

SB 2013
1-12-15
A

January 12, 2015

To: Senate Appropriations Committee

From: Christine Kujawa
Library Director
Bismarck Veterans Memorial Public Library
701-355-1482 ckujawa@cdln.info

Chairman Holmberg and Members of the Committee:

I urge you to support SB 2013, relating to funding for the **North Dakota State Library** and **state aid for public libraries**, a formula first enacted in 1979. Governor Dalrymple's executive recommendation for the State Library includes **$2,133,000 for state aid to public libraries**, an increase of $366,500 from the 63rd Legislative Assembly, as well as **$250,000 for a pilot program to provide matching grants for critical library building repairs and maintenance projects**.

State aid to North Dakota's public libraries allows funding for additional resources and programs. In 2015, we anticipate receiving $95,000 in state aid for our Library and Bookmobile services. These funds are used for developing our collections: books in print, audio books, DVDs, eBooks, and more.

Due to the successful resurgence of the energy industry, our library staff are continually overextended in keeping up with the increased need for our services. People from all over the country are coming to Bismarck, which acts as an entry point and hub for individuals hoping to find work in the oil fields.

State Aid is extremely important for our public library and bookmobile. **Local property owners are paying property tax money to the extent that is feasible** in order to fund necessary public services, including public library services. **As a result of the impact of oil activity, there is clearly a need for an increase in funding to public libraries beyond what our cities and counties can provide.** This is why receiving the additional funds via state aid is so important for us.

It would be a credit to our state to have better-funded public libraries. They offer opportunities for personal enrichment and an informed citizenry. Services available through public libraries directly affect the quality of life in our communities. Supporting this bill would be something legislators could be proud of in their home districts, as they would see the positive effects of funding firsthand.

Governor Dalrymple recognizes the importance of public libraries throughout our state and the positive impact they have in our communities, as is evident by his recommended increase in funding. **I ask that you, too, support public libraries in North Dakota and vote in favor of SB 2013 as endorsed by Governor Dalrymple.**

Sincerely,

Christine Kujawa

SB 2013
1-12-15
B

NDLA North Dakota Library Association
Established 1906

TO:	Senate Appropriations Committee
FROM:	Kelly Steckler
AFFILIATION:	North Dakota Library Association (NDLA), Legislative Chair
BILL & POSITION:	**Senate Bill No. 2013 - In Favor**
DATE:	January 12, 2015

Chairman Holmberg and Members of the Committee:

My name is Kelly Steckler. I am the Legislative Chair for the North Dakota Library Association. I also serve as Library Director of the Morton Mandan Public Library, a combined city/county library.

I urge your support of SB2013, a bill which supports the services and programs of the North Dakota State Library, which provides access to information for *all* citizens of North Dakota. The services most important to libraries across the state are: online databases, interlibrary loan/resource sharing, and professional training. Especially important in this biennium's budget is the FULL funding for State Aid to Public Libraries and the Renovation and Repair pilot program for public libraries.

This year marks the first time since its inception in 1979 that State Aid to Public Libraries would be fully funded. Local property owners are paying property tax money that is feasible for local services, including libraries. With the influx of new families moving in to North Dakota, and public libraries being the hub of information, State Aid dollars would assist in the demand for important community resources such as: materials purchasing, technological enhancements, and story time programs for kids aged infants through teens.

The State Library negotiates the online database contracts and this allows users to obtain quality information online for free. Without those contracts, individual libraries could not afford to pay the online access fees for their citizens.

1

Interlibrary loan/resource sharing and professional training have proven invaluable to schools which are strapped for specific materials and staffing for training.

Finally, the Renovation and Repair pilot program for public libraries brings a direct interest to my own library, as well as other existing libraries across ND. We were so proud to move into a larger building twelve years ago. Now, as our Board updates its strategic plan, we are processing a timeline for things such as: window repairs, painting, and carpet replacement; all of which take a toll on building repair budgets. This pilot program provides a great opportunity to assist in some of these dollars!

Governor Dalrymple indicated his value of ND libraries by including these funding mechanisms in his budget. **I urge your support of SB2013** to fully fund the North Dakota State Library's proposed budget, which, in turn, enhances the services for all types of libraries in ND.

Respectfully,

Kelly Steckler

Kelly Steckler

SINCE 1908

DICKINSON AREA PUBLIC
LIBRARY

VISION FOR THE FUTURE

#C

January 7, 2015

Chairman Holmberg and Members of the Committee:

I ask for your support of the North Dakota State Library's funding request in SB 2013. The State Library plays a critical role in ensuring that all North Dakotans have equal access to information regardless of where they live or any other limiting factor. Providing for a statewide catalog and access to the same basic suite of databases allows K-16 students from all parts of the state to have a level playing field in terms of learning resources. Public libraries make the same resources available to the general public, fulfilling an important role in providing lifelong learning opportunities to enrich our quality of life.

Especially important in this biennium's budget is the full funding for public aid to State Libraries and the Renovation and Repair pilot program for public libraries. Like all agencies in our state, North Dakota's libraries are striving to serve a diverse and rapidly growing population. On any given day, the libraries' computer labs provide a means for individuals to apply for jobs, update resumes, apply for health care and other benefits and keep in touch with family and friends near and far. Our programs support literacy and life-long learning for babies through adults. Our facilities have never been busier and keeping them up-to-date and in good repair is critically important to serving the needs of our rapidly growing communities.

I ask that you support all libraries in North Dakota, including the State Library, by voting to fully fund SB 2013.

Sincerely,

Rita Ennen

Rita Ennen, Director
Dickinson Area Public Library

139 Third Street West
Dickinson ND 58601

701-456-7700
Fax 701-456-7702

www.dickinsonnd.com/library.htm

1

Ellendale Public School

321 N 1st St, PO Box 400
Ellendale, ND 58436-0400

Phone: (701) 349-3232
Fax: (701) 349-3447
www.ellendale.k12.nd.us

Superintendent
Jeff G. Fastnacht

High School Principal
Matthew Herman
Elementary Principal
Dan Girard
Business Manager
Lana Norton

Board of Education
Cay Durheim, President
Scott Wertz, Vice Pres
Kent Schimke, Director
Charlene Kinzler, Director
Michele Thorpe, Director

January 5, 2015

To Whom This May Concern:

My name is Allison Radermacher and I am the Library-Media Director at Ellendale Public School (EPS) and I also serve as Vice President of the Ellendale Public Library Board. I would like to take a moment to let you know of the many benefits the North Dakota State Library provides to libraries across the state.

First and foremost, EPS benefits each and every day from the ODIN online databases and the Interlibrary Loan system. With the transition to the Common Core standards, research and critical thinking skills are at the forefront of what students need to know. The ODIN online database allows me to teach research skills to students very easily and cost effectively as well. The plethora of knowledge that comes from the databases is easily dispensed to the students and they know they are not wasting their time when they use the resources given to them.

Additionally, the Interlibrary Loan (ILL) system has proved very beneficial for our library as well. I do teach at a small school, but by no means feel I give a small education to our students. We are able to give them the education they deserve, because we have cost-effective ways to get them materials they need. The ILL allows me to get books and videos that teachers need in the classroom quickly, so their learning projects can progress. Many schools do not have money in the budget for ordering library materials and hoping they will be great. ILL allows me to check out the books, get them into the hands of teachers and/or students and really decipher if our money would be well spent in purchasing those materials for the library.

Furthermore, the ND State Library has also been allowed through support of DPI and the ND Legislature to come out to the schools and teach the teachers. Employees of the ND State Library have been to our school in the past and spent a few hours instructing teachers on how they could best utilize the services they offer in the classroom. The presentation was well received by our staff and things they taught are now used day in and day out at EPS.

Lastly, I can speak on behalf of the Ellendale Public Library Board. They too reap the benefits of the ILL system as they are a small library that runs on a very small budget. They have also utilized the book club boxes which has increased patronage at our local library. The staff and patrons of the library are very much appreciative of the services they are allowed from the ND State Library.

Please understand my reasons and see the many ways the ND State Library supports the people of North Dakota. They reach young, aged, rural and urban patrons throughout the state. They support small libraries as well as the large ones. They are and should continue to be a mainstay. I ask that you, the ND State Legislature, support them monetarily so they can continue to be a mainstay for all ND libraries.

Sincerely,

Allison Radermacher, M. Ed

2

AN EQUAL OPPORTUNITY EMPLOYER
The Ellendale School District does not discriminate on the basis of race, national origin, sex, or handicap in its educational program, activities, and employment practices.

Griggs County Public Library

PO Box 546
Cooperstown, ND 58425

gcpubliclibrary@mlgc.com
(701) 797-2214

www.griggscountypubliclibrary.com

January 6, 2015

Chairman Holmberg and Members of the Committee:

I urge you to support SB 2013, relating to funding for the North Dakota State Library. The services that are provided by the State Library that are most important to our libraryincludethe interlibrary loan/resource sharing program and professional training. Especially important in this biennium's budget is the full funding for public aid to State Libraries and the Renovation and Repair pilot program for public libraries.

Being a small rural community approximately 100 mile from the nearest book store our library fills the reading needs for our community and several surrounding communities. The interlibrary loan programs expands the material we can offer our patrons – most often in the areas of nonfictional reading.

Through the professional training offered by the State Library, our library is able to train staff for the present and also the future. As a small library we are not able to attract formal professionally trained librarian but we still need many of the skills to manage the library. The State Library provides this training through their workshops and online training sessions.

The Renovation and Repair program the State Library is planning will help fund projects needed by many libraries. This past year we replaced windows in the library that were approximately 50 years old. It took the library 3 years to raise the funds needed. If we had been able to apply for some grant money the replacement could have been earlier and the energy saving started sooner.

I ask that you support all libraries in North Dakota, including the State Library, by voting in favor of SB 2013.

Sincerely,

Bonnie Krenz, Director
Griggs County Public Library

3

Hankinson Public School District 8

PO Box 220, 415 1st Ave SE, Hankinson, ND 58041-0220

Fax: 701.242.7434

DISTRICT OFFICE

December 29, 2014

To Whom It Concerns:

"DLNS". Four random letters. When they are put together as NDSL (North Dakota State Library), the results are impressive.

In 2006, I changed career paths from a secondary classroom instructor to our school's K-12 librarian. In those early days, personnel from the NDSL were there to help me with any and all questions. To them, there is no such thing as a dumb question! Over the years, I have developed a successful working relationship with them.

Our students and staff are using the NDSL's Interlibrary Loan for print books and audio books constantly. They have faith in me and NDSL that if they request a certain title, NDSL will deliver it! It provides materials for both pleasure and student research projects. The NDSL provides supplemental materials for our staff's educational units.

Our library has been the recipient of much-needed grants and I, personally, have been a participant at NDSL workshops. Great workshops!

I cannot say enough about its importance to the citizens of our state. I am sure that the NDSL personnel did not take their budget planning lightly. Whatever they ask for in the proposed budget, they (and ultimately my students and staff need.

Yours in Education,

Julie Fischer

Julie Fischer
Librarian

4

District
Chad Benson, Superintendent
DeeAnn Bilben, BsMgr
701.242.7516

High School
Kent Dennis, Principal
701.242.7138

Elementary
Anne Biewer, Principal
701.242.8336

Leach Public Library
417 2nd Ave N
Wahpeton, ND 58075
(701) 642-5732
www.leachlibrarywahpeton.org

January 7, 2015

Chairman Holmberg and Members of the Committee:

I am writing to you as President of the North Dakota Library Association, Director of the Leach Public Library in Wahpeton, and as a fairly new resident and home-owner in your state. I urge you to support SB 2013, relating to funding for the North Dakota State Library. The State Library serves as a key leadership agency for all of the libraries and library professionals in this state. Without the State Library, it would be very difficult for myself and my colleagues across North Dakota to provide the exceptional library services which the residents of North Dakota deserve.

Included in this biennium's budget is the full funding for state aid to public libraries. This would be the first time in its inception that it is fully funded. The North Dakota Library Association represents libraries large and small across the state, all of which greatly benefit from the state aid they receive each year. At my own library in Wahpeton, state aid funds allow me to increase the materials, services, and opportunities I am able to provide to my community. I encourage you to support this very vital component of the budget, as these funds will allow the hardworking librarians across the state to continue to increase the level of library services we are able to provide.

Another key component in which I ask your support is the allocation of $250,000 from the general fund for a new pilot program to provide matching grants for public library renovation and repair projects. This one especially hits home for me. The Leach Public Library was built in 1924 after a local Wahpeton couple, Orrin and Cora Leach, donated $25,000 for its construction. It is on the National Register of Historic Places, and the City of Wahpeton is committed to keeping it operational. They recently invested over $150,000 to give our library a brand new roof, new cement work in the front of the building, and repair to the interior plaster and paint. A program that would help offset building renovations costs like these would allow libraries across the state to undertake the building projects necessary to keep our doors open and our buildings intact.

I ask that you support all libraries in North Dakota, including the State Library, by voting in favor of SB 2013.

Sincerely,

Greta Guck

Greta Guck
President, North Dakota Library Association
Director, Leach Public Library

greta.leachplib@midconetwork.com

5

Soucie, Mary J.

[redacted]m: Kate Hanlon [Kate.Hanlon@msd1.org]
[redacted]t: Wednesday, January 07, 2015 3:17 PM
[redacted] Soucie, Mary J.
Subject: support for SB 2013

January 7, 2015

Chairman Holmberg and Members of the Committee:

I urge you to support SB 2013, relating to funding for the North Dakota State Library. The services that are provided by the State Library that are most important to the Mandan High School Library include databases, interlibrary loan/resource sharing, professional training and cataloging. I feel that the State Library is extremely helpful to school libraries that have limited budgets but still want to provide resources for their students that meet the Common Core. The databases provide reliable timely information for research and access to tutoring, art, auto repair, and career exploration to name a few. I feel that the State Library's selection of online databases has made the high school library able to provide just about any information any student could possibly need. From the training I receive from the State Library staff I am able to guide my students in choosing databases best suited for their needs and use search processes that expedite and give quality to research.

School Librarians have to work alone most of the time. The State Library is a valuable resource which we can [redacted]nsult and get guidance. I rely on the State Library's cataloging department to review and upload the [redacted]propriate bibliographic records for my library collection. The State Library in turn asks us for input for [redacted]abase selection. I really feel the State Library listens to our needs and works to meet them. So many school districts have very limited budgets and the State Library is crucial to adequately provide for students.

I ask that you support all libraries in North Dakota, including the State Library, by voting in favor of SB 2013.

Sincerely,

Kate Hanlon
Library Media Specialist
Mandan High School

Kate Hanlon
Mandan High School Library

[redacted]

6

American Heart Association | American Stroke Association
life is why

1-12-15 PM
SB Bill #2013
#1

Jane Herman

Action Request: Carry-over any unspent 2013-14 funds remaining of a $450,000 CPR Grant appropriation for CPR training in schools.

History:
During the 2013 session, SB2238 was introduced by Sen. Carlisle, Wardner, Schneider and Rep. Nathe, Porter, Glassheim. Purpose of the bill was to provide a $450,000 appropriation to support CPR training in high school.

- The bill received good funding support in both chambers
  - Senate Education: 4 - 2
  - Senate Appropriations: 13-0
  - Senate: 46 – 0
  - House Education: 13 – 0
  - House Appropriations: 18 – 3 – 1
  - House: 91 – 2

- Senate concurred with House amendments which extended grants to private schools in addition to public schools, and which added a match requirement: 75% grant -25% outside match year one, 50%-50% year two, based on a cap of no training exceeding a combined total of more than $30 per student.

Outcome:
During year one, grant funding was promoted to school district leadership. Significant education was needed on how the match would work; if it required providing a full 4 hr/course completion training (no); and having strong interest expressed in the training being offered at the junior high level where school facility and instruction interest may be more easily accomplished. We heard from a number of junior high PE educators who would champion training at the junior high level, and from a few high level educators that they were unaware of the grant funding.

5 schools (four rural, one large – Jamestown), moved forward to utilize grant funding to have CPR skill training a core skill taught within a course required for graduation. AHA recognized the schools as "CPR SMART" schools. Other schools also tapped into grant funding for training in their districts.

Unfortunately, given year one implementation questions/awareness, only a little over $20,000 of the fund was used year one.

However, PE educators and others developing PE course standards have moved forward this fall to champion the skill training, incorporating skills language into both Junior High and High School PE courses. This work will support having more schools include CPR skills training.

Carry-over of Unspent 2013-14 CPR grant funds

- Enables use of the grant funds to junior high level (greater flexibility for school districts)
- $15 per student is the target figure set during past session work for state funds

1

PROPOSED AMENDMENTS TO SENATE BILL NO. 2013

Page 4, line 31, after the period insert "Any unused funds of the 2013-2015 CPR training grant shall be carried over for CPR training grants during the 2015-17 biennium, and available to cover one training per year per school district at a reimbursement of $15 per student in one selected grad level required course for junior high or high school matriculation."

Education Standards and Practices Board
2718 Gateway Avenue, Suite 303
Bismarck, ND 58503-0585
(701) 328-9641 Fax (701) 328-9647
http://www.nd.gov/espb

#1
1-12-15 pm
SB 2013

Testimony on SB 2013
Senate Appropriations Committee
January 12-13, 2015
Janet Welk, Executive Director
Education Standards and Practices Board

Good morning Mister Chairman and Members of the Senate Appropriations Committee. For the record, I am Janet Welk, Executive Director of the Education Standards and Practices Board and wish to testify in favor of SB 2013 flow through for National Board for Professional Teaching Standards Certification.

Thank you for continuing to provide dollars for the NBPTS assessment fee and stipends for our ND educators. The dollars provided for National Board Certification of $120,000 (HB 2013, Page 2, Line 6) have provided the NBPTS assessment fee. ESPB will use the dollars provided in this appropriation to pay for the full NBPTS assessment fee for a total of seventeen applicants during the biennium. This will leave adequate dollars for the $1500.00 stipends paid to approximately 30 teachers each year that have successfully completed the NBPTS process and are certified.

Thank you for the opportunity to testify today and I would be happy to answer any questions. If you have questions after my testimony today, I can be reached at 328-9646 or jwelk@nd.gov.

need 1.5 additional FTE with associated costs for space, equipment and travel.The proposed cost of the additional staffing would be $380,000, dependent on the acceptance of all of the proposals above.

The total cost of all the optional proposals above would be $2,105,000.

The total cost of the Maintenance Budget plus the options would be $4,405,000 with $500,000 of it going to the ND LEAD Center.

The Education Standards & Practices Board hereby requests an additional $ 2,105,000 in General Funds with $500,000 going to ND LEAD.

10. Gearing Up for Kindergarten

Gearing Up for Kindergarten is a parent involvement and school readiness program, with seven years of North Dakota research supporting its development. The research documents multiple positive impacts of this school readiness program for parents, students and schools/teachers. Reports can be reviewed at www.gearingupnd.org.

National research on school readiness and kindergarten entry indicates that teachers estimate 32 percent of children have some level of difficulty upon entering kindergarten and another 16 percent have greater issues impacting learning when entering kindergarten (combined total of 48 percent having concerns). There is no other school readiness program in ND that targets all interested 4 year-olds and their parents.

High quality early education programs are shown to produce more successful students, to ease the transition between home and school, and to increase social and academic abilities of children. The most critical period to prepare children for school success is between the ages of 0 and 5, or prior to their entry into kindergarten. Parents and schools working together can help to reduce the "readiness gap" that troubles many children who enter kindergarten.

A total of $625,000 was appropriated during the 2011 legislative session to initiate the Gearing Up for Kindergarten program in North Dakota. That amount increased to $675,000 during the 2013 legislative session, with the intent to expand to new sites. The NDSU Extension Service has worked in partnership with DPI to expand the program across the state; currently the demand for the program throughout the state exceeds funds available to provide the program. *An increase of $260,000 for school reimbursements and $35,000 for administering the program is requested from the 2015 legislative session to meet the demand for the program in the next biennium (total increase of $295,000).*

A partnership between the North Dakota Department of Public Instruction and the NDSU Extension Service made program implementation possible. During the 2013-2015 biennium a total of $675,000 was appropriated with $540,000 budgeted for direct reimbursements to schools offering the program and meeting criteria for implementation standards. The intent of the reimbursement is to support the budget necessary to reimburse teacher salaries. Additional costs

2

are covered by the school. The remaining $135,000 covers the salary costs of the program coordinator, part-time support staff, travel expenses, school training expenses and evaluation research and reporting.

Our budget request for the next biennium reflects the need to increase capacity to serve the increasing number of students/families and schools requesting the program, and also the increasing number of kindergarten students in the state. At the beginning of the last biennium, data indicated 7,200 public school kindergarten students registered compared to 8,822 registered in fall 2013.

If the average kindergarten population in North Dakota (public and private) is approximately 9,000 students, and a total of 1081 students were served in 2013-2014, then about 12% of all kindergarten students and their families participated for an average cost of $313 per family.

We anticipate that we will be able to fund 59 sessions for 2014-2015. At an average of 12 students per session, we will only be able to support 708 students/families, or 7.8% of the kindergarten population during the second year.

As the population increases, existing funds serve a smaller percentage of students. More funding is requested to serve more North Dakota students.

Gearing Up for Kindergarten hereby requests an additional $ 295,000.00 in General Funds.

11. Global Bridges

The ND School Boards Association requests that the funding for the Atlantik-Brucke stay at $150,000.00 so the study/tour of Germany may continue into the next biennium. The trip is organized by Atlantik-Brucke, a private non-partisan organization in Berlin that seeks to strengthen German/American relations. In June 2011, ten social studies teachers visited Frankfurt, Wiesbaden, St. Goar, Cologne, Dusseldorf, Potsdam, and Berlin. The group talked education, politics, history, nuclear energy, and economics with leaders in each field. Teachers return to their classrooms energized and excited to talk about the history and culture of Germany.

The Global Bridges Project will continue with the current budget of $150,000.00 and is not seeking an increase.

12. North Central Council of School Television

The North Central Council for School Television (NCCST) is a 54-year-old non-profit organization of North Dakota schools that put public broadcasting on the air to support and enhance school curriculum, from the beginning providing multimedia resources for classroom use and professional development in integrating those resources. Today, the NCCST contracts with Prairie Public to provide to provide a service unit to address unmet needs of its member schools and the families they serve:

3

North Dakota
Teacher
Support
System

2718 Gateway Ave., Suite 303
Bismarck ND 58503
701.328.9644
lstenehj@nd.gov
January 12, 2015

SB 2013
#3
1-12-15-Pl.

Chairman Holmberg and Members of the Committee,

My name is Laurie Stenehjem and I am the Coordinator of the North Dakota Teacher Support System. I am here today to thank you for your support in the past and in support of the $3 million appropriation for the Teacher Support System that is proposed in the Executive Budget for 2015-17.

I would first like to explain our request as shown on the second line of page 3 of my handout and in the information you received from DPI. We were requested by the Governor's Office in November to propose some projects we saw as needs in the state, along with anticipated costs. We submitted several plans with a total cost of all plans along with increased funding to maintain our present programming. Those total costs make up the $2,105,000 requested increase you see there. The Executive Budget includes an increase of $700,000 to cover our increased maintenance budget along with some money directed toward a principal mentoring program and increased support for Instructional Coaches. This amount seems appropriate to us.

This is the sixth year our program has been in existence and it continues to grow. We have two areas of responsibility which include mentoring for first-year teachers in the state and training and support for Instructional Coaches. I really want you to know what our Mentor Program involves for our new teachers and their mentors. You can see a representation of the program on the page 4 of my handout. Our first-year teachers and their mentors spend 30 hours in one-on-one Conferences that are guided by a protocol and connected to standards of effective teaching (such as Danielson's Framework, or the models from Marzano or Marshall). The mentor also observes the teacher six times, the new teacher is videotaped twice and also spends 12 hours doing focused observations of other teachers, based on identified needs and goals. Mentors are trained before they begin mentoring and then participate in further training as the year progresses. Research is clear that mentoring programs need to be this comprehensive if they are going to actually make a difference in the classroom.

You are no doubt familiar with the concerns in the state about teacher shortages. These shortages have resulted in steady growth in the number of new teachers we serve, with an increase of 60 new teachers in our program this year for a total of 353 first-year teachers being served. The growth of the program is represented in the graph on the page 5 of my handout. Another graph of interest on page 5 shows that the most common teacher in North Dakota during the 2013-14 school year was a first-year teacher. Page 5 also includes several other

numbers of interest. Page 6 lists the districts who are involved with our mentoring program this year. The MISO3 shows this year there are 528 first-year teachers in public schools in the state. The initial funding for the Teacher Support System in 2009 was meant to support 250 teachers.

Research done by our outside evaluators shows exceptionally strong support of our program by administrators, mentors and new teachers. I would be happy to share those results with you at any time. We also have consistent research from the MISO3 showing that participants in our program are more likely to continue teaching in North Dakota than non-participants.

Research shows that Instructional Coaches play a very significant role in supporting principals to help teachers become more effective. In order to do this well, they need training in skills beyond what they needed as classroom teachers themselves and we provide that training. You'll see on page 2 of my testimony a list of the outcomes of the Coaches Academy training we provide along with other information about ways we support our Coaches.

I'm happy to answer any questions you have for me, now or as you continue your work. We have a research-based, well-received program that makes a difference in classrooms in North Dakota. I respectfully ask for you to support the Executive Budget proposal of $3,000,000 so we can continue this important work. Thank you.

Department of Public Instruction
Flow-Thru State Grants Optional Budget Requests 2015-2017

1	2	3	4	5	6	7	
NUMBER	PASS-THROUGH GRANTS DESCRIPTION	2013-15 APPROPRIATION (base budget)	2015-17 REQUESTED INCREASE/DECREASE	TOTAL REQUESTED BUDGET	EXECUTIVE RECOMMENDED INCREASE	TOTAL EXECUTIVE RECOMMENDATION	
8	ESPB - National Board Certification	$ 120,000	$ -	$ 120,000		$ 120,000	
9	ESPB - Teacher Support Program	$ 2,300,000	$ 2,105,000	$ 4,405,000	$ 700,000	$ 3,000,000	/1
10	Gearing Up for Kindergarten	$ 675,000	$ 295,000	$ 970,000	$ -	$ 675,000	
11	Global Bridges	$ 150,000	$ -	$ 150,000	$ -	$ 150,000	
12	North Central Council of School Television	$ 535,000	$ -	$ 535,000		$ 535,000	
13	North Dakota Governor's School	$ 460,000	$ -	$ 460,000		$ 460,000	
14	North Dakota LEAD Center	$ 260,000	$ 7,500	$ 267,500	$ 7,500	$ 267,500	
15	North Dakota Museum of Art	$ 415,000	$ 20,000	$ 435,000	$ 20,000	$ 435,000	/2
16	North Dakota Teacher Center Network	$ 360,000	$ 180,000	$ 540,000	$ 54,000	$ 414,000	
17	Northern Plains Writing Project	$ 83,000	$ 24,000	$ 107,000	$ 10,000	$ 93,000	
18	Pathfinders Parent Project	$ 131,106	$ 19,000	$ 150,106	$ 15,000	$ 146,106	
19	Red River Writing Project	$ 90,000	$ 48,900	$ 138,900	$ 10,000	$ 100,000	
20	We the People Program	$ 20,000	$ 7,000	$ 27,000	$ 5,000	$ 25,000	
21	Young Entrepreneur Education Program	$ 120,000	$ 80,000	$ 200,000	$ 20,000	$ 140,000	
	TOTAL GENERAL FUNDS	**$ 5,719,106**		**$ 8,505,506**		**$ 6,560,606**	

/1 *This additional increase was requested through OMB after the DPI budget was already submitted.*

/2 *This increase was funded in the Executive Budget as a one-time item.*

North Dakota Teacher Support System

Mentor Program

Trained and Supportive Administrators

Trained and Supported Mentors

30 hours of one-on-one conferencing with protocol
6 observations of new teacher with feedback
2 videotapes with feedback
12 hours of focused observation of other teachers
Beginning Teacher Networks

Based on standards of effective teaching (Danielson, Marzano, etc.)

Ongoing Impact Studies (New Teacher Center Induction Survey, self-created surveys)

North Dakota Teacher Support System

Instructional Coach Program

Coaches Academy

- Change process
- Team Building
- Leadership training
- Trust/Relationship Building
- Professional Development Standards/Professional Learning Designs
- Facilitation/Meeting Skills
- Relationships/Contracting with Principals (training with principals)
- Dealing with Resistance
- Confidentiality
- Data Analysis
- Individual Coaching/Team Coaching
- Coaching skills and strategies
- Fierce Conversations
- Professional Learning Communities/Protocols for team work
- Accountability
- Sustainability
- Adult Learning

Crucial Accountability training

Coaches Connect

Scholarships to Learning Forward ND annual conference

North Dakota Teacher Support System

By the Numbers

2014-15

Mentor Program

353 First-year Teachers being served in 2014-15

60 More First-year Teachers being served this year than in 2013-14

340 Mentors in 2014-15

1041 Total Mentors trained by NDTSS since 2009-10

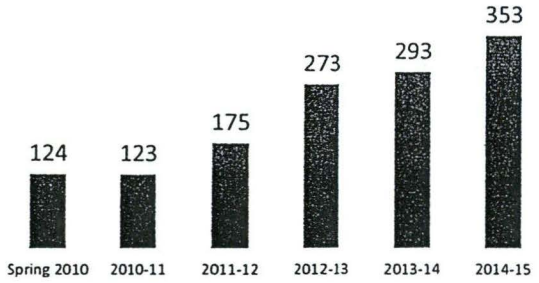
1338 Total First-year Teachers served by NDTSS since 2009-10

81 Districts involved in program in 2014-15

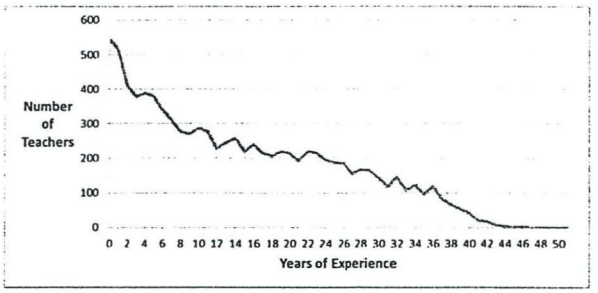
126 Total Districts served by NDTSS since 2009-10

330 Total Administrators completed training since 2009-10

7 Beginning Teacher Network grants awarded for 2014-15



Number of First-year Teachers Mentored



North Dakota Teachers by Years of Experience 2013-14

75% Of Teachers mentored in 2009-10 are still teaching in ND in their sixth year of teaching

93% Of Teachers mentored in 2013-14 are still teaching in ND this school year

98% Of Administrators agree that work with the mentor impacts student achievement*

96% Of Beginning Teachers agree that their mentor meets their needs as a growing professional*

98% Of Administrators agree student learning is positively impacted in the MENTOR's classroom*

99% Of Mentors agree that NDTSS has assisted them in developing their mentoring skills*

99% Of Administrators say they are satisfied with the ND Teacher Support System*

* from New Teacher Center Induction Survey results for 2013-14 school year

Instructional Coach Program

54 Have participated in the six-day Coaches Academy

46 Scholarships to the Learning Forward North Dakota Conference have been given out

46

North Dakota Teacher Support System Mentor Program Districts Participating 2014-15

Alexander
Apple Creek
Belfield
Beulah
Bismarck
Bowbells
Burke Central
Carrington
Carson
Cavalier
Devils Lake
Drake-Anamoose
Dunseith
Elgin - New Leipzig
Enderlin Area
Fargo
Finley-Sharon Dist 19
Flasher
[redacted]rdville-Lankin
Fort Yates/Standing Rock Community
Four Winds
Garrison
Glen Ullin Public School
Grafton
Grand Forks
Griggs County
Hatton Eielson District
Hazen
Hebron
Jamestown
Lakota
LaMoure
Langdon
Larimore
Lisbon
Mandan
[redacted]anvel
[redacted]aple Valley
Mapleton
McClusky
Midkota
Midway
Minot
Minto
Montpelier
Mott/Regent
Munich
Naughton
Nesson Dist#2
New Public Dist 8
New Rockford-Sheyenne
New Salem - Almont
North Border
North Sargent
North Star
Northern Cass
Northwood
Oakes
Park River
Richardton-Taylor
Rolette
Rugby
St. John School District #3
Stanley
Surrey
TGU
Thompson
Tioga
Turtle Lake-Mercer
Underwood
Velva
Wahpeton
Warwick
West Fargo
White Shield
Williston
Wilton
Wing
Yellowstone 14

#4
SB 2013
1-12-15-pm
(Deb Gebeke)

Quality early education + parent involvement = success

gearing up for Kindergarten

is a school readiness and parent involvement program for 4-year-olds that helps every child get off to a good start.

3X **Gains in basic academic** and **social skills** were **3X higher** among children **in the Gearing Up program.**[4]

Students prepared for school have higher 3rd grade reading levels, a key indicator of future school and life success.[5]

A proven, low-cost, stand-alone, easy-to-implement program, **Gearing Up for Kindergarten** is helping to **close the readiness gap.**

Significant Savings

The cost of remedial services later on[6]

$1,350 per student

The cost of Gearing Up per Kindergartner

$350 per family

NDSU EXTENSION SERVICE

How it Works

Children and parents attend sessions together and become familiar with school, rules and routines, teachers and classroom expectations. **And students are more excited to start school.**

Children Learn

essential academic and social skills.

Parents Learn

best practices to guide and prepare their child to help them succeed.

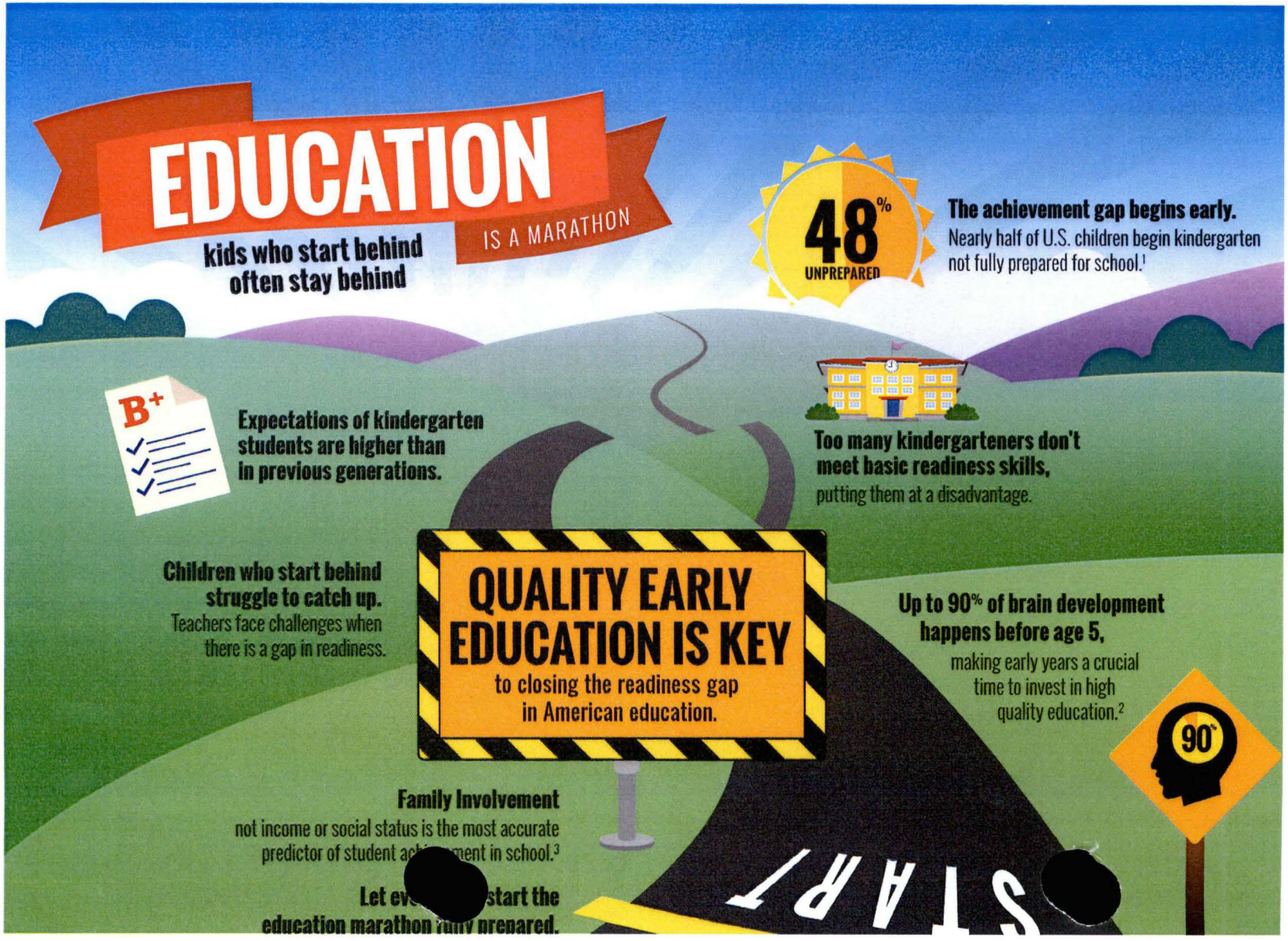
Educators Build Relationships

with families and identify readiness gaps.

1. Source: Early, D.M., Pianta, R.C., Taylor, L.C. & Cox, M.J. (2001). Transition practices: Findings from a national survey of kindergarten teachers. Early Childhood Education Journal, 28(3). 199-206. 2. Source: National Research Council and Institute of Medicine. (2000). From Neurons to Neighborhoods: The Science of Early Childhood Development. Washington, D.C.: National Academy Press. 3. Source: Henderson, Anne and Berla, Nancy. The Evidence Grows (1981); The Evidence Continues to Grow (1987); and A New Generation of Evidence: The Family Is Critical to Student Achievement (1995). 4. Source: Brotherson, S.E., & Saxena, D. (2009). Gearing Up for Kindergarten: Key Findings from a Control Group Study. Fargo, N.D.: NDSU Extension Service. 5. Source: Center for Public Education. (Published November 2011. Updated February 2012). Starting out right: pre-k and kindergarten report. 6. Source: NDDPI (2014) Average remediation cost

Invest in North Dakota early education. Gearing Up f[redacted]rgarten helps close the gap and get kids on track for success. www.geari[redacted].org/contact-us

Early education can change a [redacted]udent's life forever.


EDUCATION
IS A MARATHON
kids who start behind often stay behind
48%
UNPREPARED
The achievement gap begins early.
Nearly half of U.S. children begin kindergarten not fully prepared for school.[1]
B+
Expectations of kindergarten students are higher than in previous generations.
Too many kindergarteners don't meet basic readiness skills,
putting them at a disadvantage.
Children who start behind struggle to catch up.
Teachers face challenges when there is a gap in readiness.
QUALITY EARLY EDUCATION IS KEY
to closing the readiness gap in American education.
Up to 90% of brain development happens before age 5,
making early years a crucial time to invest in high quality education.[2]
90%
Family Involvement
not income or social status is the most accurate predictor of student ac ment in school.[3]
Let ev start the education marathon fully prepared.
START

15.8146.01001
Title.

Prepared by the Legislative Council staff for
Senator Carlisle
January 9, 2015

#5
1-12-15 PM
SB 2013

PROPOSED AMENDMENTS TO SENATE BILL NO. 2013

Page 3, replace lines 21 through 23 with:

"Grand total general fund	$1,721,670,278	$109,227,008	$1,830,897,286
Grand total special funds	441,703,259	72,747,076	514,450,335
Grand total all funds	$2,163,373,537	$181,974,084	$2,345,347,621"

Page 5, after line 3, insert:

"**SECTION 3. APPROPRIATION - JUNIOR ACHIEVEMENT GRANTS.** There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $600,000, or so much of the sum as may be necessary, to the department of public instruction for the purpose of providing junior achievement grants, for the biennium beginning July 1, 2015, and ending June 30, 2017."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

This amendment appropriates $600,000 from the general fund to the Department of Public Instruction for grants to support the operations of the Junior Achievement program.

SB 2013
1-12-15
P.M.

INVEST | INVOLVE | INSPIRE

#6
Sally Paulson

JUNIOR ACHIEVEMENT OVERVIEW

What is Junior Achievement?

Junior Achievement is a non-profit organization dedicated to educating and inspiring young people K-12 to value free enterprise, business, and economics to improve the quality of their lives. In partnership with business and educators, JA brings the real world to students, opening their minds to their potential. In Bismarck-Mandan alone, we are in 218 classrooms, reaching over 5,500 students in grades K-6 and the mandated 8th grade Personal Finance curriculum, which helps to meet the Personal Finance piece of the ND Century Code. Junior Achievement is in the cities of Bismarck-Mandan; Grand Forks; Minot and Fargo. Classroom totals are at approximately 1,030, reaching over 22,500 students.

THE BENEFITS OF JUNIOR ACHIEVEMENT

To Local Students

Junior Achievement programs contain many of the components considered most effective in reducing dropout rates: an opportunity to connect with positive role models, activities with tangible results and lessons easily related to real life. Kids say that the JA business volunteers speak with authority about the real world. A teacher stated:

> *"There is a sense of awe that comes with Junior Achievement volunteers, an example that makes a deep impression, one that money cannot buy. Despite those who paint a dismal picture of American education, together, JA volunteers and schools are reaching kids and making them responsible and productive citizens. It is a partnership that works."*

The benefits for the kids are many. They have the opportunity to gain hands-on business experiences, practice leadership skills, develop human relations skills and make contact with business people. Student participants are also eligible for Junior Achievement scholarships.

To Local Companies

Many job applicants' reading, writing and math skills are found to be inadequate by prospective employers. American businesses spend $100 billion per year to teach skills to their employees. "Junior Achievers" are highly motivated and eager to take on responsibility. The bottom line: Junior Achievement prepares tomorrow's entrepreneurs and managers – today. The public sector simply cannot do the job without the support of businesses. Committing support and resources to Junior Achievement can help organizations meet their goals of community relations and employee development. Participating in Junior Achievement is a great way for companies to build relationships with the education community. In addition, JA will assist companies in building community awareness for their efforts and involvement. It just makes good sense to support Junior Achievement.

TO LOCAL EMPLOYEES

Employees who participate tell us it is a wonderful opportunity to help kids get on the right track and they find the experience very rewarding. Volunteers feel great knowing they have made a lasting impression on kids' lives. After sharing their experiences about the business world, volunteers go back to work with an increased sense of pride

about their company. In addition, volunteers have an opportunity to develop in a number of areas that can help them in their professional careers, including:

organizational skills	planning	project management
listening skills	presentation skills	verbal communication
leadership	motivating people	problem-solving
cultural awareness	flexibility	managing people

Junior Achievement

JUNIOR ACHIEVEMENT PROGRAM OVERVIEW

Elementary School Program:

▲ *Ourselves* – Kindergarten – Students are introduced to basic personal economic issues and the roles individuals play as workers, consumers, and family members.

▲ *Our Families* – Grade 1 – Students learn about the role of families in the local economy, the jobs they have, and their economic needs and wants.

▲ *Our Community* – Grade 2 – Students take part in activities that demonstrate the responsibilities of and opportunities available to citizens in their economic community.

▲ *Our City* – Grade 3 – Students conduct business operations, make city-planning decisions, and examine economic development issues.

▲ *Our Region* – Grade 4 – Students learn about state economies, the economic resources of regions, and decisions businesses must make about buying and selling resources.

▲ *Our Nation* – Grade 5 – Students carry out activities for operating a business in the U.S. economy, including management marketing, production, and sales presentations.

▲ *JA Global Marketplace* – Provides practical information about the global economy and its effect on students' lives. (**Used in the 6th Grade in Bismarck-Mandan**)

Middle Grades Program

▲ *Personal Economics* – Helps students assess personal skills and interests, explore career options, learn job-hunting skills and discover the value of an education. They also learn about budgets, personal and family financial management, and the use and abuse of credit.

▲ *Enterprise In Action* – Teaches students the principal characteristics of the American economic system and the role of business. Students learn the steps in organizing a business and producing and marketing a product. They also study the social responsibilities of business and the role of government in the U.S. economy.

▲ *The International Marketplace* - Helps students appreciate how they are connected, through trade, to people and cultures throughout the world. The program illustrates how countries' resources affect their cultures, governments, and economy. It also examines the benefits of international trade key global economic issues.

▲ *JA Global Marketplace* – Provides practical information about the global economy and its effect on students' lives. (**Used in the 6th Grade in Bismarck-Mandan**)

High School Program (None of these are offered yet in the Bismarck-Mandan area)

▲ *Economics* – Economics is a one-semester course for 10th through 12th grades in which students relate economic concepts and business principles to real life situations. The class may run a Student Company and take part in computer-based simulations in which students operate companies in a highly technological industry and apply economic policies to guide the national economy.

▲ *Company Program* – Students operate their own company as part of a school-based organization, club, or classroom enterprise or as an after-school activity. During a semester or over 15 weeks, they sell stock to raise capital, elect officers/management teams, buy materials, market a product or service, pay a dividend to stockholders, and liquidate their company.

▲ *JA Success Skills* – Focuses on developing students' interpersonal effectiveness. Through an assessment, students identify the strengths and unique potentials of their interpersonal skills, and examine how their skills match careers of interest to them, develop resumes, and practice their skills in mock job interviews.

▲ *JA Personal Finance* – **Students learn to make informed decisions about the effective use of income to reach personal financial goals. This program is a unique online curriculum, which integrates a variety of Internet-based activities with the financial concepts that are necessary for student success. (Done in Bismarck-Mandan 8th Grade)**

Our budget request for the next biennium reflects the need to increase capacity to serve the increasing number of students/teachers requesting the program, and also the increasing number of students coming into the state who would benefit from the Junior Achievement program.

While we have had amazing community support throughout the years, we have recently lost some supporters from different areas.

The Bismarck-Mandan area is a "satellite" office for Junior Achievement of the Upper Midwest. The only "district" office is located in Fargo. The other offices, which include not only us, but Minot and Grand Forks are satellite offices and receive no funding from the district level. At one time, we were able to write and receive grants from some major foundations, such as the Walmart Foundation, Otto Bremer, Best Buy and more, but the main office in Maple Grove, MN now does not allow us to write them at our level. This has really tied our hands for some large contributions and has caused us to really scramble to make the money up with our local businesses.

At this time, we respectfully request $600,000 to cover the cost of the Junior Achievement kits and the expansion of the program throughout the state, and the training of the business volunteers who go into the classroom for a time period of two years.

2013-2014 Actual Classrooms			Total Costs
Bismarck	218		$ 43,600.00
Grand Forks	120		$ 24,000.00
Minot	150		$ 30,000.00
Fargo	350		$ 70,000.00
Total	**838**		$ 167,600.00
Cost per kit	**$ 200.00**		
Added as an example of actual costs			
2014-2015 Projected Classrooms			
Bismarck	350		$ 70,000.00
Grand Forks	150		$ 30,000.00
Minot	180		$ 36,000.00
Fargo	350		$ 70,000.00
Total	**1030**		$ 206,000.00
2015-2016 Projected Classrooms			
Bismarck	375		$75,000
Grand Forks	175		$35,000
Minot	200		$40,000
Fargo	375		$75,000
Total	**1125**		**$225,000**
Total Amount Requested:			**$600,000**
This will cover the cost of kits (@$200) plus the cost of expansion of classrooms and training of volunteers.			

SB 2013

1

1-13-15 Am

Senate Appropriations Committee

January 13, 2015

Testimony by

Jon Martinson, Executive Director

North Dakota School Boards Association

SB2013 DPI Budget: Pass Through Grant

The North Dakota School Boards Association and the North Dakota Department of Public Instruction, in cooperation with Atlantik-Brucke, have worked together to provide study tours of Germany for social studies teachers. Over 600 teachers from various states have participated in these study tours.

Atlantik-Brucke, a non-profit organization located in Berlin, has invited teachers from North Dakota to participate in these intense programs in 2006, 2008, 2010, and 2011. Teachers visit with business and industry leaders, government officials, journalists, fellow teachers, and students. In 2011, the itinerary included visits to Berlin, Frankfurt, Cologne, Dusseldorf, Potsdam, and Sachenhausen, a former concentration camp.

Dr. Beate Lindemann, former Executive Vice-President of Atlantik-Brucke, has formed an organization called Global Bridges. She will be spearheading study seminars of Germany for social studies teachers, business and government leaders, and elected officials. Dr. Lindemann brought a delegation of German business and government officials to Bismarck in August 2013.

Global Bridges has established "The Young Leaders Program" that includes study tours to China, Israel, and Eastern Europe. The purpose is for young leaders around the world to meet for in-depth discussions about social, economic, and political issues. The work of these leaders not only builds the future for Trans-Atlantic relations, but helps forge stronger international relationships around the globe.

Participants from North Dakota strongly endorse these programs, and I am requesting an appropriation of $150,000 in the Department of Public Instruction's budget to continue these outstanding professional development opportunities.

1

SB 2013
#2
1-13-15 AM

Request for the North Central Council for School Television Funding

63rd Legislative Senate Appropriations Committee January 13, 2015

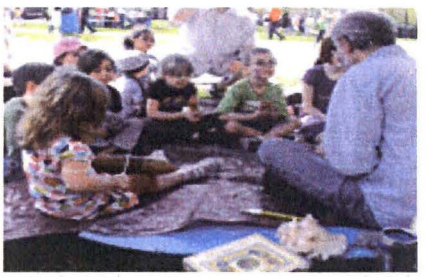
Superintendent Tamara Uselman President Rep. Dave Monson, Past President

Prepared By Beverly Pearson, Manager Education Services Prairie Public Broadcasting

bpearson@prairiepublic.org 701-239-7575

Chairman Holmberg and members of the Senate Appropriations Committee:

My name is Beverly Pearson, Education Services Manager at Prairie Public representing the North Central Council for School Television (NCCST). Today, I come before you to encourage your support for one of the oldest partnerships in the North Dakota education community. For over 50 years through its partnership with the Prairie Public, the NCCST has been able to leverage the vast resources of local, regional, and national public broadcasting and other public media agencies to provide critical multi-media resources and educational services. The online digital media websites supported by Prairie Public's NDStudies.org website and PBS Learning Media drive the access and usability of today's myriad of supplemental regional and national multimedia resources, including a large number educational researched-based mobile device applications approved by the US Department of Education.



In addition to these high-quality resources, the NCCST provides an early childhood support program, Ready to Learn, offering resources for teacher, parents, and caregivers accessible online and in schools, libraries, and even public health centers throughout the state; Share A Story Family Literacy Grants for schools to engage and encourage the community and families to become involved in their students' education; and workshop trainings for parents, educators, and caregivers in using the multimedia resources to help children be prepared for formal schooling.

Professional development opportunities are also provided to preK-12 educators through workshops, on-site school visits, and conferences. On-site trainings for teachers in their computer labs and the annual **Teacher Training Institute integrating the Arts, History, Culture, and Science Across the Curriculum** in particular have brought pedagogical benefit to hundreds of classroom teachers leveraging the power of media to advance learning for students preK-12 at no cost to North Dakota schools.

To further the leveraging of national funding, the NCCST received a two-year Corporation for Public Broadcasting Ready To Learn grant in June 2014 to develop a project with the Northeast

Education Services Cooperative regional agency headquartered in Devils Lake and a replicable project for the second year. The grant provides placing 25 iPads in four mobile labs to rotate to the 22 preK-2 classrooms in the region. The iPads are loaded with PBS Kids research-based mobile apps, all geared to the provided curricular teaching modules developed by the education department at Boston University. In addition, all teachers in the region participate in intensive training on using supplemental video and other easily accessible, free technology tools in their teaching.

Going forward, Prairie Public recognizes that to increase student achievement levels in all curricular areas and to maintain a sense of our historical and cultural place, effective teaching practices depend less on standardized textbooks and more on multimedia resources and learning modules to supplement local curriculum. Further, as schools invest in more interactive technologies, projection systems, tablets, and other new technologies, more and more preK-12 educators look online for their teaching and learning resources, professional development, and community awareness; and additional relevant multimedia resources need to be easily accessible and readily available to all students and educators and their families in North Dakota.

It is for these and other preK-12 services that the NCCST Board is requesting funding of $535,000, emphasizing the need to continue the upgrading of the online resources including NDStudies.org and to continue providing professional development trainings integrating the quality research-based multi-media resources for North Dakota's educators and the families they serve.

SB 2013
#3
1-13-15 AM

North Dakota LEAD CENTER

Leadership & Educational Administration Development
121 East Rosser Avenue • Bismarck, ND 58501 • 701-258-3022 • Fax: 701-258-9826

Testimony on SB 2013

By
Dr. Jim Stenehjem, Director—ND LEAD

I am testifying in support of increased funding for ND LEAD.

The North Dakota Leadership & Educational Administration Development (ND LEAD) is a non-profit educational organization devoted to making a positive difference for the children of North Dakota by helping to develop excellent leaders for their schools. The LEAD Center is funded by grants from the state legislature, grants from sponsors, and user fees.

ND LEAD is **presently funded at $260,000 per biennium**, and is **requesting an increase of $7,500** to bring the total to $267,500. This proposed **funding has been reflected in the Executive Budget**. The last time ND LEAD received an increase in funding from the North Dakota Legislature was in 2009.

Here are a few examples of the work of ND LEAD during the past year

State-Wide Level

- Provide Support and Training with the new Teacher and Principal Evaluation Guidelines.
- Conducting a series of Leadership Skills Workshops for school leaders. (Listed on next three pages.)

REA Level

- Conducting a Principal Leadership Series with two REAs' on teacher evaluation.
- Conducting a Principal Leadership Series with two REAs' about On-line Professional Learning Communities (Connecting teachers from multiple schools)
- Assisting REA's with leadership training such as Crucial Accountability.
- Assisting REA's with Superintendent training on Principal Evaluations.

University Level: Educational Leadership Programs at UND and NDSU

- Conducted Assessment Centers for 21st Century Leadership Skills (ID21) for UND and NDSU (Simulations of being a principal used for performance assessment in Master's program.)
- Conducting ID21 Assessment Center Assessor Training
- Collaborate on updates on the Developmental Assessment Center (DAC).

School District Level

- Conducted Professional Learning Community Training
- Conducted Effective Communications and Team Work Training

Instructional Leadership Academy – (45 hours over three sessions) The most important job of a school leader is providing leadership that results in improved student learning. Effective instructional leaders possess knowledge and skills in three major areas: curriculum, instruction, and assessments. The Instructional Leadership Academy focuses primarily on the knowledge and skill base required to improve instruction in a school.

Leading Change - (One two-day session) This two-day program is designed to help school leaders increase their knowledge and skills in leading effective change in their schools and districts. Leaders seek changes in students' performance, but often fail to achieve the desired results. In order to change student results, there must be a change in teaching practices, and skilled leaders must set up systems to implement the changes. Participants will utilize tools from Jodi Spiro's *Leading Change: Step-by-Step* book, as well as materials from *Influencer* by Vitalsmarts.

Leading Professional Learning Communities – (One two-day session) This workshop is designed to provide school leaders and leadership teams the knowledge of what a professional learning community is, and how to get started implementing the concepts in your school or district. Professional Learning Communities provide great potential to really improve student performance and may be the most logical step for North Dakota schools to move from good to great.

Legal Situations in Education – (One two-day session) This course is designed to help school leaders increase their knowledge and skills in responding to situations in a school setting that may have legal implications. Participants will learn to analyze and interpret complex issues, become more confident in decision-making, use sensitivity and judgment in responding to situations, and sharpen their oral and written communication skills.

Legal Situations in Education II: Preparing for Non-renewal and Dismissal – (One two-day session) This course is designed to help school leaders increase their knowledge and skills in preparing for the non-renewal and dismissal process regarding teacher contracts. Participants will learn the legal requirements to sustain a charge for non-renewal and dismissal, develop competency in preparing documentation to support a charge for non-renewal and dismissal, and develop confidence in making decisions about whether or not to proceed with the process of non-renewal or dismissal.

Team Dimensions – (One or two-day session) The purpose of this program is to help educational leaders to better understand the various strengths and approaches individuals bring to a team and how these factors influence individual's attitudes and receptiveness to change. Participants learn about the change cycle and typical patterns of behavior people exhibit while they experience change. Participants also learn about people's preferences and natural tendencies that might enhance or detract from an innovation team's efforts to create, advance, refine, and execute a new idea. Team Dimensions participants discover their own preferences and strengths and weaknesses, along with those of others, using the Team Dimensions Profile, a nationally recognized instrument for identifying one's aptitude and attitude for innovation and change. Participants expand their skills for leading and managing change through simulations and role-plays.

RESOURCE LIBRARY

A library of DVDs and CDs are available for North Dakota Educational Leaders. This library is online, and can be accessed by going to ndlead.k12.nd.us Users are charged a minimal fee for postage and handling.

ONLINE TOOLS

A number of online assessment tools have been developed and are available to North Dakota Educational Leaders. These are available for free in paper versions, or at a minimal fee of $50 for online versions. The following is a list of online tools available.

- How Well Do We Serve Each Student
- Academic Rigor and Support
- Breaking Ranks II Recommendations
- Core 1 - Collaborative Leadership and Professional Learning Communities
- Core 2 - Personalization and the School Environment
- Core 3 - Curriculum, Instruction, and Assessment
- Parent Survey
- Faculty Survey
- Student 7-12 Survey
- Student 3-6 Survey
- Transforming Concepts of a World-Class Organization (WCO) Survey: Quality Concepts (QC) Survey
- Test Support and Deterrent Analysis
- 21st Century School Administrator Skills (SAS)
- Educational Leadership Profile (ELP)
- Superintendent Leadership Assessment (SLA)

EARLY CAREER & FUTURE LEADER DEVELOPMENT

In a cooperative effort with three universities, the ND LEAD Center aims to promote better-trained schoo leaders and more effective schools through identifying and developing aspiring school leaders and supporting them through mentoring relationships with practitioners in the field. Major components of the project include: 1) an activity to identify and recruit school leaders (Aspiring School Leaders Conference), 2) assessment activities to identify, select, and develop school leaders (Developmental Assessment Center; Developing the 21st Century Principal), and 3) development and support activities (Mentoring and Coaching; Early-Career School Leaders Conference).

Aspiring School Leaders' Conference – This program aims to provide information and assistance to help aspiring school leaders address two questions: 1) "Is school leadership right for me?" and 2) "Am I right for school leadership?" During this program, participants interact with successful school principals and experience "what it's like to be a principal" through job-like simulations. Participants also receive information about credentialing requirements, graduate school preparation programs, and current trends in professional development for school administrators.

Developing the 21st Century Principal (D21) – D21 is a comprehensive assessment process that identifies performance abilities in three general areas of educational leadership and nine specific skill dimensions identified as critical for success in the principalship. The process serves as an authentic performance demonstration at the end of graduate students' preparation programs in educational leadership. It also provides participants with objective information about their leadership strengths and improvement needs to be used in preparing for on-the-job performance and planning future professional development activities.

D21 Assessor Training – The D21 program is staffed by experienced practitioners, called "assessors," who have been specially trained to observe, record, and analyze behavior; provide feedback, and rate participants on set of effective skills. This has been used at the University of North Dakota and North Dakota State University as an option for completion of the masters degree in Educational Leadership.

SB 2013 AM
1-13-14
4

North Dakota Museum of Art
Rural Schools Initiative
January 2015

Mr. Chairman, members of the committee, thank you for allowing me to submit a written statement detailing the North Dakota Museum of Art's Rural Schools Initiative. My name is Matthew Wallace and the Associate Director of the Museum. I left North Dakota upon graduating from the University of North Dakota, but returned in 2004 to start this program.

The Rural School Initiative began as a pilot education program for rural schools throughout North Dakota. The first exhibition the Museum toured was *Snow Country Prison: Interned in North Dakota*. This exhibition tells the story of Germans and Japanese nationals interned in Ft. Lincoln, at what is today the United Tribes Technical College just south of Bismarck.

It is the Museum's intent to travel exhibitions of original artwork relevant to rural communities throughout the State. For example, in 2005 the Museum launched a group exhibition titled *Shelterbelts*, an exhibition by three regional artists that examines the changing landscape and farming practices in the State. From 2005 - 2008, the demand for exhibitions was such that the Museum had to reprint *Snow Country Prison* in order to get it back into rural communities. For that we would like to thank you for the financial support. This exhibition has been a valuable education tool for

teachers in the Visual Arts, North Dakota and World History, and English. In addition to *Snow Country Prison*, and *Shelterbelts* we added *Artists: Self Portraits*, an exhibition of 50 local, national and international artists making self portraits in various medias.

After *Shelterbelts* ended its tour the Museum added *Marking the Land: Jim Dow in North Dakota*, a photo exhibition dating back 25 years documenting the folk art, architecture, religious life, and hunting and fishing practices in the State. The Museum published a photo book to accompany the exhibition, and in 2007 American Photo proclaimed it to be one of the top ten photo books in the United States. Over the last few years, the Museum has added exhibitions such as *Animals: Them and Us*, *Fantastic, American Nile,* which tells the story of migrant farmers in the Red River Valley, and BEADS. Currently, the Museum is touring an exhibition from its Permanent Collection titled *A Walk in the Woods*, a group show featuring artwork about or made of wood including handmade tools, photographs, wood fired ceramics, wood block prints, and more.

Since this program's inception, the Museum has installed exhibitions in:
Ashley, Grafton, Crosby, Bowman, Washburn, Cavalier, Cooperstown, Valley City, Jamestown, Dickinson, Casselton, Minnewaukan, Rugby, Edinburg, LaMoure, Ft. Totten, McVille, Ellendale, Mayville, Cavalier, Stanley, Fargo, Steele, Bottineau, Linton, Hettinger, Ft. Yates, Cando, Pekin, Mohall, Langdon, Hankinson, Minot, Rolla, Westhope, Bismarck, New Rockford, Wahpeton and Devils Lake.

Many of these towns have hosted multiple exhibitions and numerous towns surrounding these communities have attended exhibitions.

Components:

- Museum staff works with community volunteers in the State to find a suitable space to host an exhibition.
- The Museum delivers, installs, and returns to take down the exhibition free-of-charge.
- Make available artist-in-residence for week-long ceramic and sculpture workshops.
- Museum staff train community volunteers on exhibition content, conducting school tours, and on supplementary exhibition material.
- Museum Education staff creates numerous lesson plans for various school age groups and makes them available on-line.
- Work to bring schools within a 50 – 60-mile radius of the exhibition site to the exhibition for educational purposes.
- Supply reimbursement money to schools that wish to participate. The Museum reimburses .80/mile, $10/hr, up to three hours for a bus driver, up to $75/day for substitute teachers if be need.
- Print 8-page tabloids to advertise the exhibition and distribute them in weekly newspapers in the region of the exhibition. In addition, the Museum prints 50 – 60 posters for the host organization to distribute in the surrounding area.

#5
1-13-15am
SB2013

PATHFINDER
PARENT CENTER
1600 2ND AVE SW, SUITE 30 . MINOT . ND . 58701
PHONE 1.800.245.5840 + 1.701.837.7500 FAX 1.701.837.7548
WEB pathfinder-nd.org EMAIL info@pathfinder-nd.org

Dear Senator Holmberg and Members of the Senate Appropriations Committee,

My name is Cathy Haarstad. I am the Executive Director of the Pathfinder Parent Center. I am also the parent of a young woman with Down syndrome and ASD who graduated in 2011, has a paid, community-based job and lives in a supported apartment setting in Minot.

I am testifying today in favor of pass-through funding for the Pathfinder Parent Center. An amount of $145,000.00 has been attached to the Department of Public Instruction's budget for the 2015-2017 biennium for your consideration.

Please be aware that the Pathfinder Parent Center is requesting an additional appropriation of $123,575 dollars for expanding services to meet the increased need in our state for a total of $254,764.00 for the biennium.

I wish to call your attention to several documents which support this request for continued as well as increased funding. These documents and my testimony will address 3 important questions related to this request.

How much funding was appropriated during the last biennium and did it make a difference?

How much funding is being requested during the next biennium and will it make a difference?

How do families and educators in our state view the services of the Pathfinder Parent Center?

Document 1 - Contains the budget for the appropriation awarded during the 2013-2015 biennium and the outcomes that were obtained as a result of the previous the funding.

Document 2 - Contains the amended budget and rationale for why this additional appropriation is needed and how it will benefit the growing population in ND.

Document 3 - Contains letters of support from directors of special education and families in ND.

I am happy to answer additional questions that members of the committee may have at this time.

Sincerely,

Cathy Haarstad, Executive Director

How state funding was used previously and the impact it had in North Dakota.

Pathfinder is funded by a combination of federal, state and private dollars to provide information and education, statewide, to parents of children with disabilities age birth through 26. Pathfinder also assists parents and public schools with the early dispute resolution process.

1. **Pathfinder hired its first outreach coordinator to strengthen services available to under-served families (limited English proficiency and American Indian families) in ND.**

- Provided parent trainings in Belcourt, Dunseith, Ft Yates, and Mandaree
- Formed an American Indian Advisory Committee to assist with outreach efforts
- Hosted a talking circle for American Indian families during the 2014 parent involvement conference
- Supported 25 American Indian families to attend the same conference with stipends.
- Developed a draft manual for interpreters to use in explaining the IEP process to ELL families.
- Translated a document on parent rights in ND into Nepali, Somalia, Arabic, Bosnian and Spanish.
- Distributed the documents to schools in West Fargo, Fargo, Grand Forks, Williston and Minot.

2. **Pathfinder provided training and support to urban and rural schools to strengthen their ability to partner with families through FEET - Family Educator Enhancement Teams and other means.**

- Hosted a planning webinar with directors of special education.
- Created an online module detailing four approaches to parent engagement successful in ND.
- Provided presentations on parent Engagement in Fargo, Minot Bismarck, Carrington and Bottineau and scheduled two additional trainings in Dickinson and Williston
- Supported 70 parents to attend our annual conference.

3. **Pathfinder assisted the state of ND with early dispute resolution.**

- Accompanied over 15 families to various planning meetings to support dispute resolution.
- Provided numerous resources to planning teams to facilitate parent involvement.
- Assisted one family to cancel a due process hearing by providing alternative information on how to help a student with disabilities access higher education services.
- Assisted families in connecting with local administrators and teachers.
- Provided additional parent advising services to over 100 families per year.

Budget	Cost	Year 1	Year2	Biennium
Outreach coordinator - salary	$38,600.00	$21,310.00	$38,600.00	
Fringe@24%	$9,264.00	$5,114.40	$9,264.00	
In-state travel	$5,000.00	$5,000.00	$5,000.00	
Speaker fees & conference costs	$5000.00*3	$15,000.00	$15,000.00	
Parent Stipends	$2,000.00	$2,000.00	$2,000.00	
Parent Resources	$500.00	$500.00	$500.00	
Supplies -pens, CDs, folders, paper, etc.	$950.00	$950.00	$950.00	
Phone, postage, software, copying ; insurance, accounting, translation services	$5,000.00	$5,000.00	$5,000.00	
		$54,874.40	$76,314.00	$131,188.40

Funds being requested for the next biennium and how it will make a difference

1. The PPC continues to provide a valuable evidence-based parent-to-parent service that benefits over 2,000 families and all ND schools statewide.
2. The PPC will undergo a $5,000 reduction in Federal dollars beginning in 2015. These funds are being used to fund new National Technical Assistance Centers by the US Department of Ed.
3. The 2013 Otto Bremer Foundation Grant of $63,000.00 has been fully expended. Looking to private foundations of this type for continued funding is not realistic.
4. The increase in families coming to ND (one new family per week) as well as continued requests by schools for support with parent engagement and dispute resolution in meetings and through training requires additional staff and resources. The expansion in fund will position Pathfinder to sustain and expand the work we do in a way that addresses some areas of the state with larger population centers (Fargo/West Fargo & Grand Forks) as well as Western ND Minot, Bismarck, Dickinson, Williston).
5. The time spent in seeking private grant dollars takes away from our work with families and schools and offers a much smaller return on investment.
6. We have received increased requests to offer services to benefit transition aged youth in the form of preparing them to advocate for themselves in team meetings.
7. PPC would like to be able to continue its efforts to provide translated materials and support under-served families who often require significant time and resources by schools.

[redacted]hfinder Parent Center Statewide Support	**Year 1**	**Year 2**	**Bienium**
Outreach Coordinator/Bismarck -	$ 35,000.00	$ 35,000.00	Items in white represent an increase in staff in keeping with the growing needs of our state in response to requests for services from various schools. Note items in gold were in the previous allocation and items in green represent real costs that we are not able to cover through other means.
Fringe	$ 7,441.00	$ 7,441.00	
Williston Coordinator	$ 17,500.00	$ 17,500.00	
Fringe	$ 3,720.50	$ 3,720.50	
Fargo Coordinator (combined with other funds for 1 FTE)	$ 17,500.00	$ 17,500.00	
Fringe	$ 3,720.50	$ 3,720.50	
Project Support	$ 10,000.00	$ 10,000.00	
Fringe	$ 2,126.00	$ 2,126.00	
Total Salary and Fringe	$ 84,882.00	$ 84,882.00	
In-state travel to reservations, schools and families	$ 5,000.00	$ 5,000.00	
Speaker fees & conference costs to include parent stipends	$ 15,000.00	$ 15,000.00	
Translations	$ 1,000.00	$ 1,000.00	
Technology (remote support, enews, website)	$ 6,000.00	$ 6,000.00	
Rent/Office Space	$ 6,000.00	$ 6,000.00	
Parent resources (training curricula and other supports)	$ 500.00	$ 500.00	
Supplies (Paper, CDs, Pens, Post-it notes, folders,	$ 1,000.00	$ 1,000.00	
Professional Services (accounting, audit, insurance, professional liability)	$ 3,000.00	$ 3,000.00	
[redacted]one and Printing Costs	$ 5,000.00	$ 5,000.00	
Total	$ 127,382.00	$ 127,382.00	**$ 254,764.00**

OLIVER-MERCER SPECIAL EDUCATION

Serving: Beulah, Hazen, Center/Stanton Schools

Mike Ness, Board President
Curt Pierce , Board Vice President
Cindy Berger, Board Member
Todd Kaylor, Board Member
Stacee McLaughlin, Board Member
Sonya Hansana, Board Member

1/12/15

To: Cathy Haarstad
Re: Funding for Pathfinders

Dear Cathy,

Please include this letter of support in your efforts to gain funding for the work you do with parents of individuals with disabilities. As a director of special education, I appreciate the efforts you and your organization put forth into assisting families and schools reach agreement on how to best meet the needs of a child with disabilities.

Your work with families has undoubtedly saved the state and local schools time and resources by solving problems before they get to the point where outside folks have to be called in to make decisions for families and schools.

Pathfinders is also an invaluable asset to all families in North Dakota, but especially to those that are new to the state and don't know how our systems work. Your resources are excellent for parents and students, giving them the knowledge they need to pursue the educational dreams of their family.

Thanks for all of the work you do for us, and I would be in favor of any funding from the ND Legislature that would support your organization.

Sincerely,

Jesse J. Krieger, Ed.S.
Director of Special Education

Box 1005, Hazen, ND 58545
PHONE: (701) 748-6383 FAX: (701) 748-5448
Jesse J. Krieger, Director
Deb Suelzle, Business Manager

BISMARCK PUBLIC SCHOOLS
Special Education
806 North Washington Street
Bismarck, North Dakota 58501
701-323-4028
Fax: 701-323-4027

CINDY WILCOX
Director

LINDA HOAG
Assistant Director

PEGGY LUTOVSKY
Coordinator

LINDSEY DIRK
Coordinator

DANICA NELSON
Coordinator

January 12, 2015

To Whom It May Concern:

This letter is written in support of continued funding for the Pathfinder Parent Center. The Pathfinder Parent Center has been an invaluable partner in assisting students with special needs by serving as a resource to both parents and schools. As a special education unit, we have accessed:

- The services of their outreach coordinator to facilitate communication between school and home
- Their training modules for educators on parent engagement
- Face-to-face training to address specific issues for individual schools/situations
- Their resources on a multitude of topics for both parents and school personnel

There is a critical need for this funding as several other current funding sources will no longer be available.

Please support schools and families in their endeavors to have all students with disabilities graduate and be prepared for post-school life by continuing to support the Pathfinder Parent Center. Their mission is essential, and they do an outstanding job in carrying it out!

Sincerely,

Cindy Wilcox

Cindy Wilcox, Director of Special Services
Bismarck Public Schools

5

Souris Valley Special Services

Dr. Alison Dollar, Director
Larry Halvorson, Business Manager

Bridging Education; Building Futures

On January 13, 2015, the ND Department of Public Instruction (NDDPI) budget will be heard before the Senate Appropriations Committee. I am requesting the following letter be shared with the committee.

January 10, 2015

Dear Members of the Senate Appropriations Committee,

I am writing in support of the continued funding of the Parent Training and Information agency, the Pathfinder Parent Center, within the ND Department of Public Instruction budget.

The Pathfinder Parent Center is the only *Parent Training and Information* center in North Dakota. The Center was first established to assist parents and families who have children with disabilities because the regulations within the educational system for students with disabilities can be very difficult for parents to understand and maneuver. The needs of parent who have children with disabilities are not only continuous, with the growing population of North Dakota, the need for assistance is also increasing.

As a brief explanation, the Pathfinder Parent Center's responsibilities include, but are not limited to, services such as early dispute resolution activities, training and/or assisting parents through the special education system and paperwork, legal requirements, and educational expectations. The staff of the Pathfinder Parent Center work individually, in small training groups, and in large workshop settings with parents of children with disabilities. The staff also visit with and conduct important training sessions with school administrators and faculty on the topic of disabilities and positive partnerships with parents and families across North Dakota. The center also hosts an annual conference for parents across North Dakota, which is a rare opportunity for parents to receive valuable information from national speakers and trainers on the topic of disabilities.

6

215 2nd Street SE, Minot ND 58701 701.857.4410 701.857.4419 Website: www.svssnd.org Fax: 701.857.4413

As a previous State employee and now a local special education director, I have worked with the staff of the Pathfinder center for approximately ten years. The services they offer parents, special education teams, schools, and special education units have resulted in much improved relationships earlier in the special education process; thus increasing educational benefit to the children involved. The early dispute resolution services have decreased the number of state complaints to a point where schools and parents now work positively with each other, keeping the child the center of need and attention.

While reviewing the NDDPI budget, please keep in mind the service agencies within that budget. The Pathfinder Parent Center is an agency that North Dakota parents, families, and schools cannot, and should not, go without.

Sincerely,

Dr. Alison Dollar

Director, Souris Valley Special Services

7

215 2nd Street SE, Minot ND 58701 701.857.4410 701.857.4419 Website: www.svssnd.org Fax: 701.857.4413

South Valley Multi-District Special Education

John Porter, Director
Linda Bladow, Business Manager
Peggy IntVeld, Admin. Asst.
PO Box 100 - Hankinson, ND 58041
Phone (701) 242-7031 ~ Fax (701) 242-8202

Date: January 12, 2015

To: North Dakota State Legislator

Re: Funding support for ND Pathfinder Parent Center

Dear Sir or Madam:

I am writing a letter of support for the continued funding and potential increase in funding for the ND Pathfinder Parent Center. The ND Pathfinder Parent Center has been a key resource to countless families across North Dakota as they attempt to find resources and information about special education. The ND Pathfinder Parent Center has also provided professional development to special education staff in local districts and on a regional level.

The staff at ND Pathfinder Parent Center is always willing to stretch every dollar they receive to its maximum degree and beyond in order to ensure that parents and school district personal are provided the best information available. Families and school districts use the parent training modules and other documents, created by the ND Pathfinder Parent Center, across the state to assist families in being more involved in the special education process.

An increase in funding would allow the ND Pathfinder Parent Center to advance their services further assisting more families and creating more resources such as a statewide website for parent information.

I encourage you to please continue the funding or consider an increase in funding. If you have any questions please feel free to contact me.

Sincerely,

John Porter
Director
Rural Cass Special Education Unit
South Valley Special Education Unit
PO Box 100
Hankinson, ND 58041
701-640-1421
jporter@rrt.net

8

Andrea and Jon Strom

3610 Hidden Circle

West Fargo, ND 58078

January 9, 2015

To the Legislators of the ND State Congress:

The purpose of this letter is to share our family's journey on the road to becoming knowledgeable and effective advocates for our child. We are the parents of a little boy who is in elementary school. He was born with profound hearing loss, and has learned to listen and speak through the use of cochlear implants. He also has an autism spectrum disorder. As you might imagine, his social and communication needs are complex, overlapping, and, at times, overwhelming. He has been our greatest teacher and has brought us more joy than we could have ever imagined.

In the early years of our son's development, we focused on surrounding our family with experienced providers and building a team that was knowledgeable in meeting his specific needs. Most of his specialists were from private organizations. As we prepared to transition him into school services, we learned that the role of teachers and the nature of his services would change dramatically. Our new providers had limited experience in meeting the needs of a child with cochlear implants, in addition to the autism spectrum disorder. We had significant differences regarding what his programming should look like, how it should be provided, and how much programming was needed. How could we educate our child's school team regarding his unique needs and preserve our relationship with school staff?

Over the past five years, we have turned to Pathfinder Parent Center for resources, support, and guidance on a variety of special education issues we have encountered. One of the services I have appreciated the most is the willingness of staff to listen to our concerns, help us sort through the issues, and assist us in prioritizing those issues. We have also received a great deal of coaching regarding the components of an IEP, how to write effective and measureable goals, and how to ensure our input is included in the writing of his IEP. While school teams are also knowledgeable in these areas, our personal experience has been that school staffs are spread very thin and the most significant challenge is time. When differences of opinion exist between parents and school teams, it is often difficult for parents to feel supported in the development of their child's IEP. Pathfinder has provided expert guidance and facilitation through the development of several of our child's IEP's and we are so grateful for their support.

In regards to our son's services, Pathfinder has taught us how to determine the differences between "needs" and "wants" for our child, and how to build an effective case to have the most critical needs addressed. We have become knowledgeable regarding what special education law provides, as well as what it does not provide. There is simply not enough time to share the countless conversations I've had

with Pathfinder staff regarding how to approach or resolve an issue. We have learned how to become equal and full partners in our child's education without alienating school staff, and I cannot think of another resource in the state that has helped us to the degree that ND Pathfinder has. I am pleased to share that this year I have had very little contact with Pathfinder Parent Center because I now have the confidence and tools to manage my child's education on my own! Now, I am in the position to encourage and help other parents as they begin their journeys. I have and will continue to enthusiastically refer other parents to Pathfinder.

The role of advocate was not one we embraced with confidence, at least not initially. Learning the finesse of advocacy has empowered us to learn how to articulate our child's needs, and has improved the quality of his programming and, most importantly, his educational outcomes. Parent Pathfinder Center has provided us with the knowledge, skills, and the support we needed to navigate the murky, and sometimes rough waters of special education. Words cannot express how thankful we are!

Very Sincerely,

Andrea and Jon Strom

#6
SB 2013
1-13-15 AM

North Dakota:
We the People Civic Education Program

- **We The People (WTP)** is a funded program that promotes civic competence and responsibility among elementary & secondary students. Curricular materials are provided at no charge to the district or teacher. Professional development is also provided at no cost.

- **Culminating activity** is a simulated hearing with a panel of judges—State Competition is held annually in Bismarck. Students demonstrate their knowledge and understanding of constitutional principles and have opportunities to evaluate, take, and defend positions on relevant historical and contemporary issues. For the event, judges consist of Supreme Court Justices, professors from various state universities in ND, and other interested professionals.

- **Participating High Schools** (past & present) from **across ND** include: Edgeley, Bishop Ryan (Minot), Bismarck (Century & Bismarck High), Hillsboro, Klum, Minot, Napoleon, Richland, Rugby, Fargo, Hope-Page, Oak Grove, and Grand Forks.

- Our largest event yet, the 2014 year **175 ND Seniors** participated

- Over 20 years, **more than 700 ND high school seniors** have participated in the simulated hearing event

- **Assistance from ND defrays cost** associated with the government classes attending the WTP State Competition, a summer Professional Development program for teachers using the curriculum, and a fall professional development.

- More than **16,000 ND students** have been engaged in using this

curriculum across the state

#7

SB # 2013
1-13-14 AM

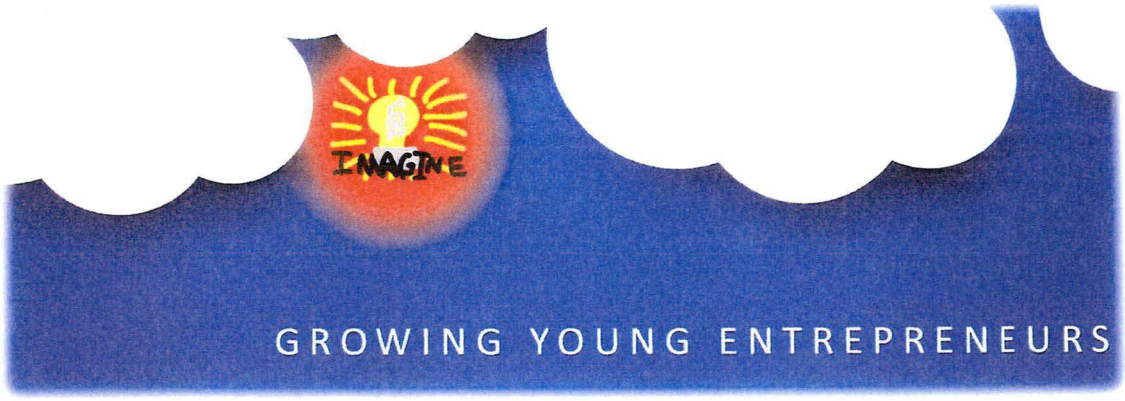
IMAGINE

GROWING YOUNG ENTREPRENEURS

NDYEEP

NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM

www.ndyeep.net Facebook/NDYEEP 701-741-6985



NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM
www.ndyeep.net Facebook/NDYEEP 701-741-6985

2011 - 2013 Appropriation:	$110,000
2013 - 2015 Appropriation:	$120,000
2015 - 2017 Executive Budget Recommendation:	$140,000

2015-17 NDYEEP Appropriation Request: $200,000

The North Dakota Youth Entrepreneurship Education Program cultivates the natural entrepreneurial spirit in North Dakota's 9 - 13 year olds. In 2015, we will have summer camps in nine ND communities: **Bismarck, Wahpeton, Cavalier, Grafton, Jamestown, Williston, Belcourt, Grand Forks and Minot.** In each community the program partners with school districts, chambers of commerce, regional economic development groups, college and university entrepreneurship programs and local entrepreneurs to provide young, *emerging entrepreneurs* the opportunity to learn and practice the attitudes and skills associated with opportunity recognition, entrepreneurship, community leadership and start-up management.

Ongoing assessment and evaluation data indicate that adolescents who participate in our one-week summer camps are smarter about entrepreneurial thinking, economics, the benefits of active community engagement and managing personal finances. Our camp activities also enhance participants' positive attitudes about their hometowns.

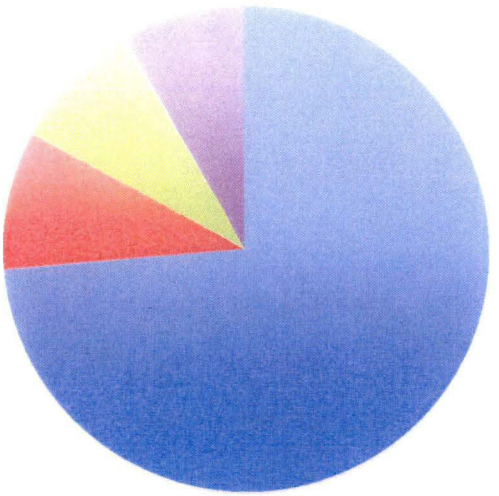
Communities are expected to contribute their fair share towards the operating budget of their local 1-week summer camp. The Legislative appropriation covers the remaining local costs and most of the program's statewide costs: Director's salary, office expenses and travel throughout the year to sustain and grow the program.

Several new communities have expressed interest in establishing a youth entrepreneurship education program of their own, but the Program's growth has plateaued by the lack of a part-time assistant to the Director. With a part-time assistant managing many of the administrative details associated with each camp during the year, the Director would have more time to pursue missed funding opportunities, expand each local program's effectiveness throughout the year and satisfy requests from other interested communities.

We take our mission to spread the knowledge of entrepreneurship among North Dakota's adolescents very seriously. **When kids experience real entrepreneurship, an irreversible change happens.** They become bolder, more creative, less freaked out by failure and hungrier for new challenges. An entrepreneurial mindset puts them on course for an innovative and productive life.

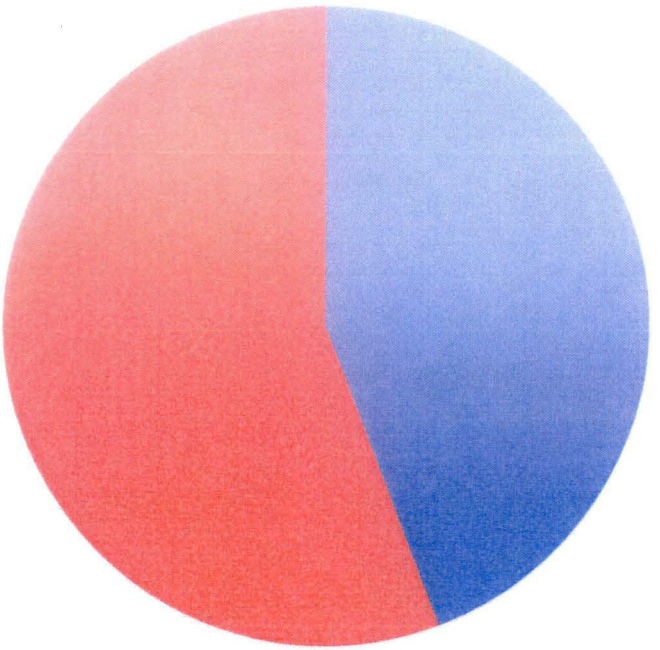
The North Dakota Youth Entrepreneurship Education Program requests a 2015 - 2017 appropriation of $200,000. That is an $80,000 increase from the 2013 - 15 appropriation and $60,000 more than the 2015 - 17 Executive Budget recommendation.

INCOME



- 2013 APPROPRIATIONS $120,000
- DOC T-BEG PROGRAM $15,000
- LOCAL SUPPORT $14,500
- REGISTRATIONS $13,500

EXPENSES



- ADMINISTRATION $72,000
- DIRECT PROGRAM COSTS $91,000

ND Youth Entrepreneurship Education Program	
Budget for 1 Week Camp	
Income	
*Based on 20 Registrants	
Camp Registrations-Full Pay	900.00
Camp Registrations-Half Pay	450.00
Total Income	1,350.00
Expenses	
Sub-Contracted Work	
Director	1,500.00
2 Facilitators ($15/hour)	1,200.00
Director's Lodging	700.0(
On-going program support	1,000.00
Travel during the year	500.00
Camp Meals (breakfast/lunch)	1,380.00
Program Supplies	400.00
Marketing	500.00
Total Operating Expenses	7,180.00

NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM _____

Camp Location: _____ Boy Girl Age: _____

Is this your first entrepreneurship camp? **YES** or **NO** If not the first, how many have you attended?

_____

Below is a list of words & phrases entrepreneurs commonly use.

Please circle the ones you have heard before. Then write what you think they mean.

scarcity

_____

entrepreneur

_____

opportunity

_____

cash flow

_____

supply & demand

_____

target market

_____

democracy

_____

cost/benefit
analysis _____

credit

_____

1. How livable is your hometown?

1 2 3 4 5 6 7 8 9 10

It's not very livable My hometown rocks!

2. I approach school or home tasks in new, unusual or unique ways.

1 2 3 4 5 6 7 8 9 10

Not Often I always look for new ways to do things!

3. I enjoy taking control of the situation.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree Strongly Agree

4. I often give up personal time in order to do a better job on my school or home projects.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree Strongly Agree

5. I am comfortable & confident when I present a new idea to my class or other groups.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree Strongly Agree

6. Do you personally know anyone who owns her or his own business? YES NOT SURE NO

7. Do you believe you could own your own business if you wanted to? YES NOT SURE NO

8. Can you picture yourself running your own business in your hometown? YES NOT SURE NO

9. Has an adult ever asked you about making your hometown a better place to live? YES NO

10. Do you think adults appreciate your community improvement ideas? YES NOT SURE NO

11. What makes you proud about your hometown? _____

_____

12. What's the first thing you'd change about your hometown? _____

_____

NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM
www.ndyeep.net Facebook/NDYEEP barry@ndyeep.net 701-741-6985

2015 Youth Entrepreneurship Summer Camp Survey

The North Dakota State Legislature, forward-looking community groups, school districts, colleges and entrepreneurial individuals proudly support our Youth Entrepreneurship Education Program in many ways. They help fund the program, volunteer personal time, donate space for camps, help with food and learning supplies, host us on our field trips and sponsor registration scholarships. These generous people who invest in us would like to know how you benefitted from becoming a Young Entrepreneur. Do you look at things or situations differently or do you know more about economics because you had the opportunity to form your own town and open your own businesses?

This simple survey will tell me something about how your Summer Camp experiences added to your personal strengths and knowledge of the world. Let's begin!

1. What is your best memory from the Young Entrepreneurs' Summer Camp?

2. What was the best idea you had in Summer Camp? More than 1?

3. What is a valuable skill you learned at Summer Camp?

4. How often do you think as an entrepreneur? Please check all these statements that apply to you:

___ I've started my own business.
___ I think of creative or unique ideas for school projects more often.
___ I am more confident about adding my ideas to group discussions.
___ I'm beginning to look for new businesses opening in my hometown.
___ When I go by an empty building, I imagine businesses I could start up there.
___ When I look at an advertisement, I think of ways I could do it better.
___ I've organized a new youth group or recently joined an existing group.

5. Do you remember any of the words or terms that are important for an entrepreneur to understand? Please read these definitions and then supply the most fitting word or term you added to your personal vocabulary during camp.

_____ When there's not enough of what we want.

_____ A good chance for success.

_____ A person who sees an opportunity, marshals the resources and starts a business.

_____ The amount of a product you have and the amount customers want.

_____ A specific group of customers for a business.

_____ Comparing the costs of what you want to the benefits of acquiring it.

_____ The cash that comes into and goes out of a business or personal account.

_____ Buying something now but paying for it later.

_____ A form of government in which citizens make the decisions.

6. What do you tell your friends about the Young Entrepreneurs' Summer Camp?

Youth Entrepreneurship Education - What's In It For You?

1. Youth entrepreneurship education unleashes natural entrepreneurial talent.

Adolescents are natural born entrepreneurs, but most just don't know it yet. Experienced-based, hands-on entrepreneurship education cultivates innate creative, productive & leadership talents.

2. Youth entrepreneurship education satisfies growing demand.

Adolescents really want to understand how the business world works. Parents & teachers really want youth to learn & practice the skills and attitudes that prepare them for fulfilling, self-directed lives.

3. Youth entrepreneurship education adds new players to your economic development team.

Youth entrepreneurship education makes "entrepreneur" a household word in homes where it's not often heard and gives all youth equal access to the economic ladder regardless of background.

4. Youth entrepreneurship education adds value to your curriculum.

Entrepreneurship education gives curriculum purpose. Entrepreneurs use everything they know about science, technology, math, history, geography, people, literature and art to pursue economic or social opportunities.

5. Youth entrepreneurship education connects youth to local decision-makers.

When community leaders personally interact with emerging entrepreneurs, youth learn that their ideas matter. Making youth members of your community network, enhances their chances for building a future there.

Many communities organize summer camps to sharpen athletic skills kids learn in school.

What about investing in a summer program to teach kids the skills to become your future business owners, entrepreneurial employees & community leaders, too?

The 3 Entrepreneurial Traits Kids Should Learn for a Successful Life

Image credit: Shutterstock

MATTHEW TOREN

CONTRIBUTOR

Serial Entrepreneur, Mentor and co-founder of YoungEntrepreneur.com

It was the entrepreneurial skills instilled in me by my grandfather at an early age that not only shaped my future path to success as an entrepreneur, but also built the parameters for my mindset and my life.

When I became a father I knew I wanted to install those same values in my children, regardless of their chosen career path as adults, because whether your kids grow to be entrepreneurs or not, they'll grow into better people for knowing the skills of an entrepreneur.

Despite there being so many entrepreneurs in the world and plenty of tremendous resources for entrepreneurship in adults, I struggled to find any guides on how to teach these important skills to kids. That's when my brother Adam and I decided if we couldn't find a guide, we'd write it. We created our Kidpreneurs website, book and program to help teachers and parents with ways to foster the values of entrepreneurship in the bright, young minds of future generations.

Sharing the values of entrepreneurship with your children can be a great way to teach them some very important character tools they'll need and use for a lifetime ahead. So here are three character traits that entrepreneurship will help instill in your children and how to teach them.

1. Self-confidence

A belief in yourself and your ability to get through life's challenges is the building block of adult success and a huge component to children's healthy growth into adolescence and young adulthood.
According to Jennifer Crocker, a psychologist at the University of Michigan Institute for Social Research, kids with a strong sense of self through internal motivation develop into adolescents who are less likely to engage in dangerous social activities such as drugs and alcohol and perform better in school.

Entrepreneurship embodies self-confidence based on your own internal motivating factors better than perhaps any other activity. It taught me

the importance of believing in my ideas and believing in my ability to find solutions. It taught me how crucial honest relationships are. Those are values I want my children to have and that you can teach your kids, too.

How? When you foster entrepreneurship in your kids, you have to let them make decisions and support them through those choices. Even when you know they may not be the right decisions from your adult perspective, allow your kids to think up their own ideas and start to take the steps to see them through. If your child wants to start a lemonade stand or paper route, work with them as a parental partner, but not necessarily as an authority figure.

When you give your kids the space to learn and make decisions, it increases their confidence in themselves and in their own decision-making. They already know you know the answers, encourage them to find their own that don't involve you making the choices for them when and where it's appropriate.

When my kids ask me questions I like to challenge them by asking right back, "I'm not sure, what do you think?" This encourages them to think through problems, builds their own sense of self and develops their voice.

2. Durability

No matter how much you want to protect your children from feeling pain, disappointment or failure -- they will. It's a certainty for them like it was for you. Teaching children the values of entrepreneurship will help them to learn about failure and not to fear it. More important, they'll learn how to recover from it. It's all in your mindset. Wouldn't you feel better sending your children out of the house knowing you've

prepped them with the durable spirit they'll need to handle all the lessons life sends their way?

How? Allow your kids to fail. That's probably one of the hardest things to do as a parent, but they need to know it's okay to fail at something even if they tried hard. The important role for you is to help coach them toward solutions for their own recovery after failure.

Don't solve the problem for them or blame the world or external circumstances. You aren't doing them a service.
Did their science project fail? Sympathize then ask them how they might have changed the outcome? Didn't make the soccer team? Allow them to be upset but the next morning, ask them how they plan to make the team next year. This doesn't come from a place of pressure, but from prompts. Prompt them to think how they can approach "problems" differently for success. Encourage them to look for solutions and lessons from failures.

3. Creativity

The world is evolving and the workplaces of our generation are already drastically different than that of our parents and their parents. Rare is the millennial who thinks today that they will start with a good company out of college, stay there to retirement and earn the gold watch. The economic culture of today simply doesn't reward that kind of behavior and you shouldn't want your children to settle for that.

Entrepreneurs have to be creative. They solve problems by finding creative solutions. That's a skill that will help them their entire lives regardless of whether they end up working in a corporate environment or for themselves. Creativity is an essential job skill today. Teach your

children young to create the space for their creative solutions and endeavors.

How? Structure time for creativity and ideas with your children. How could they do a school project better than just the way it was assigned? What have they complained about that's a problem that they could find a solution for instead of being unhappy about?

Help to coach them into being creative about ideas. Write lists of solutions together. Map out potential answers together. Make time to create with your child. Creativity is a skill that will always serve them in life.

SB. 2013
#8
1-13-15 Am

Chairman Holmberg and Senate Appropriations Committee Members:

For the record my name is Robert (Bob) Tollefson. I serve as Executive Director for North Dakota Small Organized Schools. NDSOS encompasses 125 (69%) of the state's 179 Public School Districts.

The North Dakota Small Organized Schools has and continues to focus our efforts on striving for increased state support for the transportation of our students.

NDSOS has partnered with the North Dakota Association of School Administrators (NDASA) through a "Focus Group" which has reviewed and discussed the various parameters with regard to Student Transportation. Our committee work provided the impetus to validate a request of $15 million increase in Transportation Funding for the new biennium. This would increase the state allocated funding from the current $53.5 million to $68.5 million.

SB 1013 - The Department of Public Instructions budget, has an increase of $6,500,000 for the transportation expenditure area. NDSOS/NDASA wants to go on record in support of the proposed increase but will continue to work throughout the legislative process to provide additional data to support the requested additional funding in the transportation area.

NDSOS and NDASA Believes.....

1.) That transportation has to be treated as an integral part of the education process. Getting students to school safely and consistently with reasonable ride times is crucial to academic achievement.

2.) It is not a large school –small school issue. However, those rural districts covering a number of miles, the cost of transportation services creates a larger deficit. In fact, all schools are absorbing increased transportation costs with their general fund moneys (local property mill levy). This absorption negatively affects expenditures for other education costs such as supplies, textbooks, teachers' salaries, etc.

3.)The transportation funding goal should be at the same level as the goal for all education funding. Unfortunately, the level of funding is not a definitive per cent. Since the last legislative session some legislators have stated that the state is providing 80% of the cost of educating students. That unfortunately is not being realized by schools, but would be a nice goal.

I will provide a brief explanation of the attached spreadsheets illustrating total costs and state funding for the past 22 years, as well as, the projected level of support based on both the bills $6.5 million dollar increase and our joint request for an increase of $15 million.

We appreciate your support and consideration for increasing the level of appropriations for transportation.

Please feel free to contact me at any time for clarification regarding transportation needs and proposed support.

Robert M. Tollefson
NDSOS Executive Director

2

ND Public School District Transporation Data
Source: School Finance Facts; Section A

School Fiscal Year	No. of Pupils Transported	Cost of Transportation	Per Cent Change in Yearly Cost	Total State Payment to Schools	Per Cent of State Support	Average Trans. Cost Per Pupil	Average Cost of Trans. Per Mile	Total Annual Mileage	*Fall Enrollment	Operating School Districts
1993	44,116	$ 24,830,520.97		$17,167,452	69.14%	$ 562.85	$ 1.00	24,770,652.40	118,512	257
1994	43,754	$ 25,101,143.75	1.09%	$16,766,456	66.80%	$ 573.69	$ 1.03	24,482,141.10	118,649	251
1995	47,105	$ 26,296,239.55	4.76%	$17,196,155	65.39%	$ 558.25	$ 1.09	24,169,781.80	118,565	238
1996	47,580	$ 26,668,279.48	1.41%	$17,498,529	65.62%	$ 560.49	$ 1.13	23,539,349.20	117,816	234
1997	48,236	$ 27,779,408.99	4.17%	$17,810,492	64.11%	$ 575.91	$ 1.17	23,837,566.80	116,103	234
1998	48,445	$ 28,371,324.50	2.13%	$17,583,138	61.98%	$ 585.64	$ 1.18	24,025,594.20	113,929	231
1999	49,117	$ 28,222,184.35	-0.53%	$17,442,180	61.80%	$ 574.59	$ 1.18	23,864,619.50	111,705	229
2000	46,114	$ 29,515,603.00	4.58%	$17,381,171	58.89%	$ 640.06	$ 1.26	23,349,766.00	108,094	229
2001	44,922	$ 31,984,641.00	8.37%	$17,205,267	53.79%	$ 712.00	$ 1.40	22,923,404.00	105,217	227
2002	43,470	$ 31,160,965.00	-2.58%	$17,198,168	55.19%	$ 716.84	$ 1.32	23,583,312.00	103,013	218
2003	43,249	$ 31,901,335.00	2.38%	$16,994,871	53.27%	$ 737.62	$ 1.35	23,614,851.00	101,137	217
2004	39,022	$ 32,743,341.00	2.64%	$17,152,363	52.38%	$ 839.10	$ 1.44	22,784,009.00	99,324	211
2005	37,257	$ 34,668,950.00	5.88%	$17,118,918	49.38%	$ 930.54	$ 1.55	22,337,864.00	97,120	206
2006	38,096	$ 36,228,595.00	4.50%	$16,213,012	44.75%	$ 950.99	$ 1.64	22,039,176.00	95,600	198
2007	38,442	$ 37,133,249.00	2.50%	$16,147,647	43.49%	$ 965.96	$ 1.72	21,584,342.00	94,057	195
2008	37,748	$ 43,119,410.00	16.12%	$17,011,141	39.45%	$ 1,142.29	$ 2.03	21,218,019.00	93,406	187
2009	38,371	$ 42,995,587.95	-0.29%	$17,292,086	40.22%	$ 1,120.52	$ 2.06	20,891,084.14	93,715	184
2010	38,065	$ 47,316,652.56	10.05%	$20,310,472	42.92%	$ 1,243.06	$ 2.23	21,264,227.71	94,729	181
2011	38,396	$ 48,074,295.00	1.60%	$26,462,498	55.05%	$ 1,252.07	$ 2.27	21,144,812.00	95,778	179
2012	38,723	$ 53,965,769.59	12.25%	$23,650,074	43.82%	$ 1,393.63	$ 2.59	20,856,898.34	99,192	179
2013	39,095	$ 56,590,606.00	4.86%	$24,738,009	43.71%	$ 1,445.47	$ 2.70	20,899,150.00	101,656	179
2014	41,327	$ 60,907,853.00	7.63%	$26,631,842	43.72%	$ 1,473.82	$ 2.89	21,039,914.00	104,278	179
2014-1993 Change	-6%	145%	6.59% Avg. @ YR			162%	189%	-15%	-14%	-30%

*Fall Enrollment is the September 10th public K-12 count in the fall following the fiscal year listed.

North Dakota
K-12 Public School
Transportation Costs
and State Level of Support

TRANSPORTATION	2012	2013	2014	2015	2016	2017
Number of Students Transported	38,723	39,095	41,327	41,500	41,500	41,500
Cost of Transportation	$ 53,965,769.00	$ 56,965,769.00	$ 60,907,853.00	$ 63,953,245.65	$ 67,150,907.93	$ 70,508,453.33
				Based on Estimated 5% Increase Each Year		
Average Transportation Cost Per Pupil	$ 1,393.63	$ 1,445.47	$ 1,473.82	$ 1,473.82	$ 1,473.82	$ 1,473.82
Total Annual Miles	20,856,898	20,899,150	21,039,914	21,039,914	21,039,914	21,039,914
Average Transportation Cost Per Mile	$ 2.59	$ 2.70	$ 2.89	$ 3.04	$ 3.19	$ 3.35
State Funding	$ 24,462,498.00	$ 23,650,074.00	$ 24,738,009.00	$ 26,631,842.00	$ 30,000,000.00	$ 30,000,000.00
					SB 2013 $60 Million	
Percentage of State Funding	45.33%	41.52%	40.62%	41.64%	44.68%	42.55%

Based on Request of $15 Million Inc.	
$ 34,325,000.00	$ 34,325,000.00
51.12%	48.68%

SB 2013
1-27-15
#1

Department of Public Instruction - Budget No. 201
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation				Senate Version				Senate Changes to Executive Recommendation			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2015-17 Biennium Base Level	99.75	$1,717,543,325	$436,996,759	$2,154,540,084	99.75	$1,717,543,325	$436,996,759	$2,154,540,084	0.00	$0	$0	$0
2015-17 Ongoing Funding Changes												
Base payroll changes		$714,473	($569,781)	$144,692		$814,473	($569,781)	$244,692		$100,000		$100,000
Salary increase - Performance		273,337	568,950	842,287		206,948	422,861	629,809		(66,389)	(146,089)	(212,478)
Salary increase - Market equity		86,346	175,309	261,655				0		(86,346)	(175,309)	(261,655)
Retirement contribution increase		28,112	58,516	86,628				0		(28,112)	(58,516)	(86,628)
Health insurance increase		141,529	294,592	436,121		141,529	294,592	436,121				0
Salary increase - Targeted equity		332,932		332,932				0		(332,932)		(332,932)
Internship stipend		5,038		5,038		5,038		5,038				0
Adjust federal and special fund grants			(7,869,039)	(7,869,039)			(7,869,039)	(7,869,039)				0
Increases funding for integrated formula payments		69,092,000	78,808,000	147,900,000		199,892,000	78,808,000	278,700,000		130,800,000		130,800,000
Increases funding for transportation grants		6,500,000		6,500,000		6,500,000		6,500,000				0
Increases funding for special education grants		800,000		800,000		800,000		800,000				0
Adds funding for a college and career readiness program		250,000		250,000		250,000		250,000				0
Adds funding for PowerSchool grants		6,000,000		6,000,000		6,000,000		6,000,000				0
Increases funding for expanded mentoring program		700,000		700,000		700,000		700,000				0
Adds funding to support content positions in math and science		277,351		277,351		277,351		277,351				0
Increases funding for safe and healthy schools unit		597,674		597,674		597,674		597,674				0
Adds funding for maintenance and upgrades to STARS and website		160,000		160,000		160,000		160,000				0
Adds funding for the statewide accreditation system		799,750		799,750		799,750		799,750				0
Adds funding for a principal and teacher evaluation system		300,000		300,000		300,000		300,000				0
Increases funding for adult education grants		624,000		624,000		1,000,000		1,000,000		376,000		376,000
Increases funding for other grants		121,500		121,500		121,500		121,500				0
Removes CPR grants		(450,000)		(450,000)				0		450,000		450,000
Removes rapid enrollment grants		(13,600,000)		(13,600,000)		(13,600,000)		(13,600,000)				0
OTHER PROPOSED CHANGES:				0				0				0
Adds funding to provide free breakfast and lunch to students eligible for reduced meals (Heckaman)				0		1,072,000		1,072,000		1,072,000		1,072,000
Corrects funding source of grants provided in the executive recommendation (DPI)				0		(597,475)	597,475	0		(597,475)	597,475	0
Increases funding for the Museum of Art to provide a total of $435,000 (Holmberg)				0		20,000		20,000		20,000		20,000
Increases funding for the Global Bridges exchange program to provide a total of $250,000 (Holmberg)				0		100,000		100,000		100,000		100,000
Adds funding for English language learner grants provided in Senate Bill No. 2031				0		2,500,000		2,500,000		2,500,000		2,500,000
Total ongoing funding changes	0.00	$73,754,042	$71,466,547	$145,220,589	0.00	$208,060,788	$71,684,108	$279,744,896	0.00	$134,306,746	$217,561	$134,524,307

1.1

One-time funding items												
Adds funding for rapid enrollment grants		$14,800,000		$14,800,000		$14,800,000		$14,800,000		$0		$0
Adds funding for Museum of Art rural outreach van		20,000		20,000				0		(20,000)		(20,000)
Adds funding for the one-time cost of computer updates related to providing free breakfast and lunch to students eligible for reduced meals (Heckaman)				0		30,000		30,000		30,000		30,000
Total one-time funding changes	0.00	$14,820,000	$0	$14,820,000	0.00	$14,830,000	$0	$14,830,000	0.00	$10,000	$0	$10,000
Total Changes to Base Level Funding	0.00	$88,574,042	$71,466,547	$160,040,589	0.00	$222,890,788	$71,684,108	$294,574,896	0.00	$134,316,746	$217,561	$134,534,307
2015-17 Total Funding	99.75	$1,806,117,367	$508,463,306	$2,314,580,673	99.75	$1,940,434,113	$508,680,867	$2,449,114,980	0.00	$134,316,746	$217,561	$134,534,307

Other Sections in Senate Bill No. 2013

	Executive Budget Recommendation	Senate Version
One-Time funding	Section 2 provides the North Dakota Museum of Art vehicle and rapid enrollment grants are one-time funding.	Removes funding provided to the North Dakota Museum of Art from the one-time schedule and provides for an on-going funding increase of $20,000 for a total of $435,000 from the general fund (Holmberg) Adds $30,000 from the general fund for computer updates related to the provision of free meals to those qualifying for reduced meals to the one-time schedule (Heckaman)
School construction loan fund	Section 3 provides for a transfer of $300 million from the strategic investment and improvements fund to the school construction loan fund for the purpose of providing additional school construction loans.	This section is removed
Tuition apportionment	Section 4 provides that any money available in the state tuition fund in excess of the $219,134,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction for distribution to school districts.	Section provides that any money available in the state tuition fund in excess of the $219,134,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction for distribution to school districts.
Payments for 2013-15 biennium educational services	Section 5 provides that the Department of Public Instruction may use money appropriated for integrated formula payments and special education contracts for the 2015-17 biennium to pay claims due during the 2013-15 biennium but not filed with the department until the 2015-17 biennium.	Section provides that the Department of Public Instruction may use money appropriated for integrated formula payments and special education contracts for the 2015-17 biennium to pay claims due during the 2013-15 biennium but not filed with the department until the 2015-17 biennium.
Special education gifted and talented programs	Section 6 provides that the Department of Public Instruction use $800,000 of the 2015-17 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The department is to encourage cooperative efforts for gifted and talented programs among school districts and special education units. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the Department of Public Instruction to the Department of Human Services on behalf of the school district or unit.	Section provides that the Department of Public Instruction use $800,000 of the 2015-17 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The department is to encourage cooperative efforts for gifted and talented programs among school districts and special education units. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the Department of Public Instruction to the Department of Human Services on behalf of the school district or unit.

1.2

	Executive Budget Recommendation	Senate Version
Regional education association grants	Section 7 provides for the distribution of up to $800,000 from the integrated formula payments line item for regional education association grants to assist with the cost of compensating coordinators during the 2015-17 biennium. The maximum annual grant to a regional education association is the lesser of $50,000, or 70 percent of the total compensation of the coordinator.	Section provides for the distribution of up to $800,000 from the integrated formula payments line item for regional education association grants to assist with the cost of compensating coordinators during the 2015-17 biennium. The maximum annual grant to a regional education association is the lesser of $50,000, or 70 percent of the total compensation of the coordinator.
Transportation grants	Section 8 requires the Department of Public Instruction to distribute transportation aid for the 2015-17 biennium based on the state transportation formula as it existed on June 30, 2001, except that the department is to provide reimbursement at the rate of: • One dollar and 27 cents per mile for schoolbuses having a capacity of 10 or more passengers. • Sixty cents per mile for vehicles having a capacity of nine or fewer passengers. • Sixty cents per mile round trip for family transportation of a student with a disability whose individualized education program plan requires that the student attend a school outside the student's school district of residence. • Sixty cents per mile one way for family transportation if the student lives more than two miles from the public school the student attends. • Thirty-two cents per student for each one-way trip. Section 8 also provides if any funds appropriated for transportation aid for the 2015-17 biennium remain unspent after all statutory obligations are met, the Department of Public Instruction is to prorate and distribute the remaining amounts according to the percentage of the total transportation formula amount to which each school district is entitled.	Section requires the Department of Public Instruction to distribute transportation aid for the 2015-17 biennium based on the state transportation formula as it existed on June 30, 2001, except that the department is to provide reimbursement at the rate of: • One dollar and 27 cents per mile for schoolbuses having a capacity of 10 or more passengers. • Sixty cents per mile for vehicles having a capacity of nine or fewer passengers. • Sixty cents per mile round trip for family transportation of a student with a disability whose individualized education program plan requires that the student attend a school outside the student's school district of residence. • Sixty cents per mile one way for family transportation if the student lives more than two miles from the public school the student attends. • Thirty-two cents per student for each one-way trip. Section 8 also provides if any funds appropriated for transportation aid for the 2015-17 biennium remain unspent after all statutory obligations are met, the Department of Public Instruction is to prorate and distribute the remaining amounts according to the percentage of the total transportation formula amount to which each school district is entitled.
Rapid enrollment grants	Section 9 provides for the distribution of up to $14.8 million in one-time funding for rapid enrollment grants. Grants are distributed based on two funding tiers, districts experiencing an increase of at least 4 percent or 150 students and no less than 20 students (Tier 1) and districts experiencing an increase of at least 2 percent or 75 students and no less than 10 students (Tier 2). Section 9 also provides that no more than $7.4 million may be provided in the first year of the biennium and if funding is not sufficient to provide all of the eligible grants, the department must prorate the payment based on the percentage of the total amount to which the school district is entitled.	Section provides for the distribution of up to $14.8 million in one-time funding for rapid enrollment grants. Grants are distributed based on two funding tiers, districts experiencing an increase of at least 4 percent or 150 students and no less than 20 students (Tier 1) and districts experiencing an increase of at least 2 percent or 75 students and no less than 10 students (Tier 2). The section also provides that no more than $7.4 million may be provided in the first year of the biennium and if funding is not sufficient to provide all of the eligible grants, the department must prorate the payment based on the percentage of the total amount to which the school district is entitled.
Continuing education grants	Section 10 provides for the distribution of up to $150,000 from the Grants - other grants line item for continuing education grants. Grant awards are in amounts up to $1,200 per eligible recipient and any funding remaining after grants have been awarded to all eligible recipients must be distributed to school districts as additional per student payments based on latest average daily membership.	Section provides for the distribution of up to $150,000 from the Grants - other grants line item for continuing education grants. Grant awards are in amounts up to $1,200 per eligible recipient and any funding remaining after grants have been awarded to all eligible recipients must be distributed to school districts as additional per student payments based on latest average daily membership.

	Executive Budget Recommendation	Senate Version
Indirect cost allocation	Section 11 provides that, notwithstanding North Dakota Century Code Section 54-44.1-15, the Department of Public Instruction may deposit indirect cost recoveries in its operating account. Section 54-44.1-15 otherwise provides that indirect cost recoveries be deposited in the general fund.	Section provides that, notwithstanding North Dakota Century Code Section 54-44.1-15, the Department of Public Instruction may deposit indirect cost recoveries in its operating account. Section 54-44.1-15 otherwise provides that indirect cost recoveries be deposited in the general fund.
Other grant reporting	Section 13 requires the Department of Public Instruction report to the 2017 Legislative Assembly regarding the cost per participant and outcomes of other grants provided by the department.	Section requires the Department of Public Instruction report to the 2017 Legislative Assembly regarding the cost per participant and outcomes of other grants provided by the department.
State school aid program	Section 16 provides assumptions included in the executive recommendation for integrated formula payments and other grants, including per student payment rates of $9,482 for the 2015-16 academic year and $9,767 for the 2016-17 academic year. However, the recommendation of the of interim Education Funding Committee included per student payment rates of $9,482 for the 2015-16 academic year and $9,766 for the 2016-17 academic year. The different rate for the 2016-17 academic year should be reconciled. In addition, the section may be eliminated when the recommendation for integrated formula payments is developed by the Legislative Assembly.	This section is removed.
Superintendent of Public Instruction salary	Section 17 provides the statutory changes increasing the Superintendent of Public Instruction's salary. The Superintendent of Public Instruction's annual salary is increased from the current level of $113,498 to $118,038, effective July 1, 2015, and to $122,759, effective July 1, 2016, to reflect the 4 percent and 4 percent recommended salary increase.	Section provides the statutory changes increasing the Superintendent of Public Instruction's salary. The Superintendent of Public Instruction's annual salary is increased from the current level of $113,498 to $116,903, effective July 1, 2015, and to $120,410, effective July 1, 2016, to reflect a 3 percent salary increase each year of the biennium.
PowerSchool financial support	Section 18 removes the requirement that the Superintendent of Public Instruction forward the portion of a school district's state aid related to the PowerSchool factor to the Information Technology Department.	Section removes the requirement that the Superintendent of Public Instruction forward the portion of a school district's state aid related to the PowerSchool factor to the Information Technology Department.
School construction loans - Revolving fund	Section 19 amends Section 15.1-36-02 to increase funding deposited in the school construction loan fund. In addition to $50 million made available from the coal development trust fund beginning in 1979 and $150 million made available from the strategic investment and improvements fund in 2013, the amendment provides $300 million is transferred from the strategic investment and improvements fund for a total of $500 million available for school construction loans. Section 3 provides for the transfer of $300 million from the strategic investment and improvements fund to the school construction loan fund. In addition, Section 19 provides the additional funding is available only to those school districts that demonstrate an increase in their average daily membership during each of the preceding three school years.	This section is removed
CPR grants		Adds a section to provide for the distribution of CPR grants for training in middle schools. (Holmberg)
North Dakota motor pool		Adds a section to amend North Dakota Century Code to allow the North Dakota Museum of Art to use motor pool vehicles (Holmberg)

SB 2013
1-27-15
#2

North Dakota Vision Services - School for the Blind - Budget No. 253
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation				Senate Version				Senate Changes to Executive Recommendation			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2015-17 Biennium Base Level	30.00	$4,501,586	$743,427	$5,245,013	30.00	$4,501,586	$743,427	$5,245,013	0.00	$0	$0	$0
2015-17 Ongoing Funding Changes												
Base payroll changes		$233,186	($200,739)	$32,447		$233,186	($200,739)	$32,447				$0
Salary increase - Performance		96,308	14,733	111,041		68,192	14,829	83,021		(28,116)	96	(28,020)
Salary increase - Market equity		46,126	12,115	58,241				0		(46,126)	(12,115)	(58,241)
Retirement contribution increase		19,354	2,961	22,315				0		(19,354)	(2,961)	(22,315)
Health insurance increase		119,837	18,333	138,170		119,837	18,333	138,170				0
Salary increase - Targeted equity		215,939		215,939				0		(215,939)		(215,939)
Increases funding for extraordinary repairs		14,097	(7)	14,090		14,097	(7)	14,090				0
Increases funding for operating expenses		107,200		107,200		107,200		107,200				0
Increases funding for position reclassification		49,960		49,960		49,960		49,960				0
Adds funding for annual one-day low-vision clinic in public schools		5,000		5,000		5,000		5,000				0
Total ongoing funding changes	0.00	$907,007	($152,604)	$754,403	0.00	$597,472	($167,584)	$429,888	0.00	($309,535)	($14,980)	($324,515)
One-time funding items												
Add funding for a server and access points			$16,000	$16,000			$16,000	$16,000			$0	$0
Adds funding for special assessment payoff			19,000	19,000			19,000	19,000			0	0
Adds funding for building improvements		1,000,000	590,000	1,590,000				0		(1,000,000)	(590,000)	(1,590,000)
Adds funding for equipment less than $5,000			21,000	21,000			21,000	21,000			0	0
Total one-time funding changes	0.00	$1,000,000	$646,000	$1,646,000	0.00	$0	$56,000	$56,000	0.00	($1,000,000)	($590,000)	($1,590,000)
Total Changes to Base Level Funding	0.00	$1,907,007	$493,396	$2,400,403	0.00	$597,472	($111,584)	$485,888	0.00	($1,309,535)	($604,980)	($1,914,515)
2015-17 Total Funding	30.00	$6,408,593	$1,236,823	$7,645,416	30.00	$5,099,058	$631,843	$5,730,901	0.00	($1,309,535)	($604,980)	($1,914,515)

Other Sections in Senate Bill No. 2013

	Executive Budget Recommendation	Senate Version
Subscription and Braille fees	Section 14 provides that money collected for subscription fees or Braille fees must be deposited in the North Dakota Vision Services - School for the Blind operating fund and is subject to appropriation by the Legislative Assembly.	Section 14 provides that money collected for subscription fees or Braille fees must be deposited in the North Dakota Vision Services - School for the Blind operating fund and is subject to appropriation by the Legislative Assembly.

SB 2013
1-27-15
#3

School for the Deaf - Budget No. 252
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation				Senate Version				Senate Changes to Executive Recommendation			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2015-17 Biennium Base Level	44.61	$7,799,379	$1,568,928	$9,368,307	44.61	$7,799,379	$1,568,928	$9,368,307	0.00	$0	$0	$0
2015-17 Ongoing Funding Changes												
Base payroll changes		$269,690	($91,285)	$178,405		$269,690	($91,285)	$178,405				$0
Salary increase - Performance		192,479	7,691	200,170		141,193	8,438	149,631		(51,286)	747	(50,539)
Salary increase - Market equity		80,273	3,871	84,144				0		(80,273)	(3,871)	(84,144)
Retirement contribution increase		33,470	1,337	34,807				0		(33,470)	(1,337)	(34,807)
Health insurance increase		220,052	8,793	228,845		220,052	8,793	228,845				0
Salary increase - Targeted equity		285,458		285,458				0		(285,458)		(285,458)
Increases funding for extraordinary repairs		65,912		65,912		65,912		65,912				0
Increases funding for equipment over $5,000			52,500	52,500			52,500	52,500				0
Removes IT equipment over $5,000			(43,000)	(43,000)			(43,000)	(43,000)				0
Operating expense changes		50,306	89,196	139,502		50,306	89,196	139,502				0
Adds 1 FTE adult services position	1.00	129,600		129,600	1.00	129,600		129,600				0
Increases funding from the general fund for operating expenses		500,000	(500,000)	0		500,000	(500,000)	0				0
Total ongoing funding changes	1.00	$1,827,240	($470,897)	$1,356,343	1.00	$1,376,753	($475,358)	$901,395	0.00	($450,487)	($4,461)	($454,948)
One-time funding items												
Adds funding for boiler replacement and Smith Building projects			$600,000	$600,000			$600,000	$600,000			$0	$0
Adds funding for Smith Building renovations (Phase 1 of 3)		1,050,000	600,000	1,650,000				0		(1,050,000)	(600,000)	(1,650,000)
Total one-time funding changes	0.00	$1,050,000	$1,200,000	$2,250,000	0.00	$0	$600,000	$600,000	0.00	($1,050,000)	($600,000)	($1,650,000)
Total Changes to Base Level Funding	1.00	$2,877,240	$729,103	$3,606,343	1.00	$1,376,753	$124,642	$1,501,395	0.00	($1,500,487)	($604,461)	($2,104,948)
2015-17 Total Funding	45.61	$10,676,619	$2,298,031	$12,974,650	45.61	$9,176,132	$1,693,570	$10,869,702	0.00	($1,500,487)	($604,461)	($2,104,948)

Other Sections in Senate Bill No. 2013

	Executive Budget Recommendation	Senate Version
Higher education interpreter grant program	Section 15 provides that $200,000 from the general fund included in the grants line item of the School for the Deaf is for the continuation of the grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired for the 2015-17 biennium. Funding appropriated for this program is not subject to North Dakota Century Code Section 54-44.1-11. In addition, the section requires the School for the Deaf develop a formula for distribution of the funds based on a uniform hourly reimbursement and may not distribute more than 50 percent of the amount appropriated during the first year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf is to provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.	Section 15 provides that $200,000 from the general fund included in the grants line item of the School for the Deaf is for the continuation of the grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired for the 2015-17 biennium. Funding appropriated for this program is not subject to North Dakota Century Code Section 54-44.1-11. In addition, the section requires the School for the Deaf develop a formula for distribution of the funds based on a uniform hourly reimbursement and may not distribute more than 50 percent of the amount appropriated during the first year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf is to provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.

SB2013
1-27-15
4

State Library - Budget No. 250
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation				Senate Version				Senate Changes to Executive Recommendation			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2015-17 Biennium Base Level	29.75	$5,875,988	$2,394,145	$8,270,133	29.75	$5,875,988	$2,394,145	$8,270,133	0.00	$0	$0	$0
2015-17 Ongoing Funding Changes												
Base payroll changes		$56,853	$23,076	$79,929		$56,853	$23,076	$79,929				$0
Salary increase - Performance		169,729	16,073	185,802		128,060	10,835	138,895		(41,669)	(5,238)	(46,907)
Salary increase - Market equity		58,750	6,025	64,775				0		(58,750)	(6,025)	(64,775)
Retirement contribution increase		17,435	1,651	19,086				0		(17,435)	(1,651)	(19,086)
Health insurance increase		118,331	11,205	129,536		118,331	11,205	129,536				0
Salary increase - Targeted equity		181,121		181,121				0		(181,121)		(181,121)
Increases funding for state aid to libraries		366,500		366,500		366,500		366,500				0
Total ongoing funding changes	0.00	$968,719	$58,030	$1,026,749	0.00	$669,744	$45,116	$714,860	0.00	($298,975)	($12,914)	($311,889)
One-time funding items												
Adds funding for library repair grants		$250,000		$250,000		$250,000		$250,000		$0		$0
Total one-time funding changes	0.00	$250,000	$0	$250,000	0.00	$250,000	$0	$250,000	0.00	$0	$0	$0
Total Changes to Base Level Funding	0.00	$1,218,719	$58,030	$1,276,749	0.00	$919,744	$45,116	$964,860	0.00	($298,975)	($12,914)	($311,889)
2015-17 Total Funding	29.75	$7,094,707	$2,452,175	$9,546,882	29.75	$6,795,732	$2,439,261	$9,234,993	0.00	($298,975)	($12,914)	($311,889)

Other Sections in Senate Bill No. 2013

	Executive Budget Recommendation	Senate Version
State aid to public libraries	Section 12 provides that of the $2,133,000 provided for aid to public libraries, no more than one-half is to be spent during the first year of the biennium.	Section 12 provides that of the $2,133,000 provided for aid to public libraries, no more than one-half is to be spent during the first year of the biennium.
State Library operating fund	Section 20 establishes a State Library fund. Funds received for book replacement, cataloging services, and other miscellaneous library services are to be deposited in the fund and may be spent pursuant to legislative appropriation.	Section 20 establishes a State Library fund. Funds received for book replacement, cataloging services, and other miscellaneous library services are to be deposited in the fund and may be spent pursuant to legislative appropriation.

SB 2013
2-6-15
#1

Department of Public Instruction - Budget No. 201
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation				Senate Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2015-17 Biennium Base Level	99.75	$1,717,543,325	$436,996,759	$2,154,540,084	99.75	$1,717,543,325	$436,996,759	$2,154,540,084
2015-17 Ongoing Funding Changes								
Base payroll changes		$714,473	($569,781)	$144,692				$0
Salary increase - Performance		273,337	568,950	842,287				0
Salary increase - Market equity		86,346	175,309	261,655				0
Retirement contribution increase		28,112	58,516	86,628				0
Health insurance increase		141,529	294,592	436,121				0
Salary increase - Targeted equity		332,932		332,932				0
Internship stipend		5,038		5,038				0
Adjust federal and special fund grants			(7,869,039)	(7,869,039)				0
Increases funding for integrated formula payments		69,092,000	78,808,000	147,900,000				0
Increases funding for transportation grants		6,500,000		6,500,000				0
Increases funding for special education grants		800,000		800,000				0
Adds funding for a college and career readiness program		250,000		250,000				0
Adds funding for PowerSchool grants		6,000,000		6,000,000				0
Increases funding for expanded mentoring program		700,000		700,000				0
Adds funding to support content positions in math and science		277,351		277,351				0
Increases funding for safe and healthy schools unit		597,674		597,674				0
Adds funding for maintenance and upgrades to STARS and website		160,000		160,000				0
Adds funding for the statewide accreditation system		799,750		799,750				0
Adds funding for a principal and teacher evaluation system		300,000		300,000				0
Increases funding for adult education grants		624,000		624,000				0
Increases funding for other grants		121,500		121,500				0
Removes CPR grants		(450,000)		(450,000)				0
Removes rapid enrollment grants		(13,600,000)		(13,600,000)				0
OTHER PROPOSED CHANGES:				0				0
Adds funding to provide free breakfast and lunch to students eligible for reduced meals (Heckaman)				0		1,072,000		1,072,000
Corrects funding source of grants provided in the executive recommendation (DPI)				0		(597,475)	597,475	0
Increases funding for adult education to provide a total of $_____ (Holmberg)				0				0
Increases funding for the Museum of Art to provide a total of $435,000 (Holmberg)				0		20,000		20,000
Increases funding for the Global Bridges exchange program to provide a total of $250,000 (Holmberg)				0		100,000		100,000
Other change				0				0
Other change				0				0
Other change				0				0
Other change				0				0
Other change				0				0

Other change				0				0
Other change				0				0
Other change				0				0
Other change				0				0
Other change				0				0
Other change				0				0
Total ongoing funding changes	0.00	$73,754,042	$71,466,547	$145,220,589	0.00	$594,525	$597,475	$1,192,000
One-time funding items								
Adds funding for rapid enrollment grants		$14,800,000		$14,800,000				$0
Adds funding for Museum of Art rural outreach van		20,000		20,000				0
Adds funding for the one-time cost of computer updates related to providing free breakfast and lunch to students eligible for reduced meals (Heckaman)				0		30,000		30,000
Other one-time funding item				0				0
Other one-time funding item				0				0
Other one-time funding item				0				0
Other one-time funding item				0				0
Other one-time funding item				0				0
Other one-time funding item				0				0
Other one-time funding item				0				0
Other one-time funding item				0				0
Other one-time funding item				0				0
Other one-time funding item				0				0
Total one-time funding changes	0.00	$14,820,000	$0	$14,820,000	0.00	$30,000	$0	$30,000
Total Changes to Base Level Funding	0.00	$88,574,042	$71,466,547	$160,040,589	0.00	$624,525	$597,475	$1,222,000
2015-17 Total Funding	99.75	$1,806,117,367	$508,463,306	$2,314,580,673	99.75	$1,718,167,850	$437,594,234	$2,155,762,084

Other Sections in Senate Bill No. 2013

	Executive Budget Recommendation	Senate Version
School construction loan fund	Section 3 provides for a transfer of $300 million from the strategic investment and improvements fund to the school construction loan fund for the purpose of providing additional school construction loans.	
Tuition apportionment	Section 4 provides that any money available in the state tuition fund in excess of the $219,134,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction for distribution to school districts.	
Payments for 2013-15 biennium educational services	Section 5 provides that the Department of Public Instruction may use money appropriated for integrated formula payments and special education contracts for the 2015-17 biennium to pay claims due during the 2013-15 biennium but not filed with the department until the 2015-17 biennium.	

	Executive Budget Recommendation	Senate Version
Special education gifted and talented programs	Section 6 provides that the Department of Public Instruction use $800,000 of the 2015-17 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The department is to encourage cooperative efforts for gifted and talented programs among school districts and special education units. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the Department of Public Instruction to the Department of Human Services on behalf of the school district or unit.	
Regional education association grants	Section 7 provides for the distribution of up to $800,000 from the integrated formula payments line item for regional education association grants to assist with the cost of compensating coordinators during the 2015-17 biennium. The maximum annual grant to a regional education association is the lesser of $50,000, or 70 percent of the total compensation of the coordinator.	
Transportation grants	Section 8 requires the Department of Public Instruction to distribute transportation aid for the 2015-17 biennium based on the state transportation formula as it existed on June 30, 2001, except that the department is to provide reimbursement at the rate of: • One dollar and 27 cents per mile for schoolbuses having a capacity of 10 or more passengers. • Sixty cents per mile for vehicles having a capacity of nine or fewer passengers. • Sixty cents per mile round trip for family transportation of a student with a disability whose individualized education program plan requires that the student attend a school outside the student's school district of residence. • Sixty cents per mile one way for family transportation if the student lives more than two miles from the public school the student attends. • Thirty-two cents per student for each one-way trip. Section 8 also provides if any funds appropriated for transportation aid for the 2015-17 biennium remain unspent after all statutory obligations are met, the Department of Public Instruction is to prorate and distribute the remaining amounts according to the percentage of the total transportation formula amount to which each school district is entitled.	
Rapid enrollment grants	Section 9 provides for the distribution of up to $14.8 million in one-time funding for rapid enrollment grants. Grants are distributed based on two funding tiers, districts experiencing an increase of at least 4 percent or 150 students and no less than 20 students (Tier 1) and districts experiencing an increase of at least 2 percent or 75 students and no less than 10 students (Tier 2). Section 9 also provides that no more than $7.4 million may be provided in the first year of the biennium and if funding is not sufficient to provide all of the eligible grants, the department must prorate the payment based on the percentage of the total amount to which the school district is entitled.	

	Executive Budget Recommendation	Senate Version
Continuing education grants	Section 10 provides for the distribution of up to $150,000 from the Grants - other grants line item for continuing education grants. Grant awards are in amounts up to $1,200 per eligible recipient and any funding remaining after grants have been awarded to all eligible recipients must be distributed to school districts as additional per student payments based on latest average daily membership.	
Indirect cost allocation	Section 11 provides that, notwithstanding North Dakota Century Code Section 54-44.1-15, the Department of Public Instruction may deposit indirect cost recoveries in its operating account. Section 54-44.1-15 otherwise provides that indirect cost recoveries be deposited in the general fund.	
Other grant reporting	Section 13 requires the Department of Public Instruction report to the 2017 Legislative Assembly regarding the cost per participant and outcomes of other grants provided by the department.	
State school aid program	Section 16 provides assumptions included in the executive recommendation for integrated formula payments and other grants, including per student payment rates of $9,482 for the 2015-16 academic year and $9,767 for the 2016-17 academic year. However, the recommendation of the of interim Education Funding Committee included per student payment rates of $9,482 for the 2015-16 academic year and $9,766 for the 2016-17 academic year. The different rate for the 2016-17 academic year should be reconciled. In addition, the section may be eliminated when the recommendation for integrated formula payments is developed by the Legislative Assembly.	
Superintendent of Public Instruction salary	Section 17 provides the statutory changes increasing the Superintendent of Public Instruction's salary. The Superintendent of Public Instruction's annual salary is increased from the current level of $113,498 to $118,038, effective July 1, 2015, and to $122,759, effective July 1, 2016, to reflect the 4 percent and 4 percent recommended salary increase.	
PowerSchool financial support	Section 18 removes the requirement that the Superintendent of Public Instruction forward the portion of a school district's state aid related to the PowerSchool factor to the Information Technology Department.	
School construction loans - Revolving fund	Section 19 amends Section 15.1-36-02 to increase funding deposited in the school construction loan fund. In addition to $50 million made available from the coal development trust fund beginning in 1979 and $150 million made available from the strategic investment and improvements fund in 2013, the amendment provides $300 million is transferred from the strategic investment and improvements fund for a total of $500 million available for school construction loans. Section 3 provides for the transfer of $300 million from the strategic investment and improvements fund to the school construction loan fund. In addition, Section 19 provides the additional funding is available only to those school districts that demonstrate an increase in their average daily membership during each of the preceding three school years.	

	Executive Budget Recommendation	Senate Version
Section 2 - One-time funding		Removes funding provided to the North Dakota Museum of Art from the one-time schedule and provides the increase of $20,000 is for on-going support for a total of $435,000 from the general fund (Holmberg) - Adds funding $30,000 from the general fund for computer updates related to the provision of free meals to those qualifying for reduced meals (Heckaman)
CPR grants		Adds a section to provide for the distribution of CPR grants for training in middle schools. (Holmberg)
North Dakota motor pool		Adds a section to amend North Dakota Century Code to allow the North Dakota Museum of Art to use motor pool vehicles (Holmberg)
Section 4 - State tuition fund		Funding available for integrated formula payments may be reduced by House Bill No. 1171.

SB 2013
2-6-15
#2

SB 2013
Senate Appropriations Committee
January 12, 2015
Valerie Fischer, Director of Adult Education
Department of Public Instruction
328.4138; vfischer@nd.gov

Chairman Holmberg, members of the Senate Appropriations Committee - I'm Valerie Fischer, Director of Adult Education and Director of Safe & Healthy Schools for the Department. For the 2015-2017 biennium, Adult Education respectfully requests $1,858,000 additional state funds to continue providing education-related services to individuals over the age of 16 who wish to obtain their GED, improve basic academic skills to secure, maintain and improve employment, learn the English language, prepare for the citizenship test, and acquire computer and workplace skills to enhance college and career readiness.

The Governor's 2015-2017 budget included increased funding of $624,000 for adult education. The difference between that amount and the requested amount would jeopardize meeting our state and federal responsibilities. While it is an honor to be recognized in the executive budget, the smaller increase will only allow us at best to sustain, not grow. Adult education funding, while increased in state appropriations 4 years ago, remains underfunded to do what is required. Current adult education funding is neither adequate nor equitable. We need additional funds to:

- address the critical needs of waiting lists for students to receive services; never should any student, regardless of age or circumstance, have to wait to receive a public education;
- establish and maintain nine (9) additional satellite programs (alleviate transportation, day care, employment issues for students);
- network with existing partnerships, initiate distance education capacities;
- expand offering of classes to evenings and Saturdays;
- purchase educational curriculum, technology and supplies;
- hire 10 additional staff, address salaries;
- contract with LEAs and/or REAs for special education and counseling services;
- prepare to meet WIA reauthorization requirements (July 2016).

The legislative request can be further described in this manner:

Adult Education biennial request ($1,858,000)	**2015-2016 $914,000**	**2016-2017 $944,000**
Establish/maintain 9 additional satellite programs (9 x $7500)	$67,500	$67,500
Initiate distance education capacities in at least 6 adult learning centers (work with sponsoring agencies to minimize costs; software upgrades, pay for time)	$12,558	$14,000
Continue expansion of classes -Each site expands to offer 2 evening sessions -Pilot Saturday (3 hrs) classes at 6 sites	 $61,020 $36,612	 $64,071 $38,442
Infrastructure -Additional staff (10) -Staff salary and benefit contributions (estimates)	 $312,400 $249,240	 $328,020 $261,702
Educational curriculum and related supplies $1700 x 17 sites; $400 x 22 satellite programs	 $37,700	
Educational Technology needs -Computers (24), white boards, iPads, software programs	 $61,970	
Contractual -Special education [$150/day x 300 days: 15 ALC's x 2 days/month x 10 months] -Counselor [$100/day x 300 days: 15 ALC's x 2 days/month x 10 months]	 $45,000 $30,000	 $45,000 $30,000
WIOA reauthorization requirement -Career counselor (4)		 $95,265
TOTAL	**$914,000**	**$944,000**

The return on investment adult education provides to the local and state economy for 2013 was greater than $16,500,000. During 2013, adult learning centers served 3200 students who had goals of employment, retention of employment, obtaining their GED and/or pursuing post secondary education. [2014 data is not available at the time of

testimony]. This is an incredible return on investment and a solid investment for all North Dakotans.

	2013
Students served (ESL)	3500 (674)
Obtained GED	1298
Obtained / retained employment	1097
Pursued Post Secondary	467
Continued into next year at ALC	300

* duplicate counts

We continue to have adult learning centers with waiting lists: as of December 1, 2014, we had 77 students on waiting lists across the state. Factors that influence that are staff, class size, and schedules. Waiting lists are difficult – we hate to turn anyone away for fear they won't return. It takes a great deal of courage to enroll, so we avoid this, but then we end up with larger class sizes, the inability to work one on one as needed, resulting in a lesser quality of educational instruction and individual frustration.

The statewide waiting list for ESL (English as a Second Language) students as of December 1, 2014 was 62. Our data tells us that the typical ESL student requires 1.75 times the instruction/hours to make the same academic gain as a non-ESL student. We are particularly concerned about ESL students as their visas often require education or employment within a pre-identified timeframe (6-9 months) and without it, they face deportation or a loss of their short term benefits. To date, the length of wait time varies from as little as 2 weeks to 3 months.

Funds would be distributed to the adult learning centers based on need and student enrollments; not every site receives the same funding. Although adult education is the only program of its kind, we still have an obligation to provide timely, high quality and comprehensive services. The majority of students continue to be ages 16-21 and bring with them increased demands for one on one instruction, special education related services, counseling, and job/work readiness instruction. Additionally, the numbers of students referred from our statewide partners (Vocational Rehabilitation, TANF,

Workforce Safety & Insurance and Job Services) often have time sensitive plans for remedial education and GED services.

Adult Education Funding		
	State	**Federal**
2014-2015		$ 900,422
2013-2014	$3,110,411	$ 914,175
2012-2013	($1,555,206/yr.)	$ 959,855
2011-2012		$ 947,550
2010-2011	$1,850,000	$ 941,500
2009-2010	($925,000/yr.)	$1,039,988

North Dakota is held to 15 federal performance indicators and ranks among the top 5-7 each year. Our success rate is the result of hard work to serve a large number of students who have historically failed in previous efforts at education, employment and sometimes life in general. There is not a sufficient stream of funding to cover the cost of adult education. We must rely on a greater base of state funding other than federal dollars which continue to diminish. The tremendous obligation we have to educate and provide high school equivency skills to this population is the responsibility of the state and needs to be adequately and equitably funded.

Once, a high school dropout could earn enough for a middle class life, but now finds themselves trapped in poverty. To preserve its economic competitiveness and ensure good lives for its citizens, the United States and North Dakota need to focus on an urgent new mission: re-orientating government, business and education around the task of providing education and training to a new kind of student – the adult learner. In the State of the State address, Governor Dalrymple continued to support a strong economic focus on positioning citizens to assume workforce demands. The purpose of adult education is strategically a wise investment in both education and workforce and echo's the governor's vision. The North Dakota Governor's Workforce Development Council, comprised of 24 appointed members, including partnering state agencies, advise the governor and public on the nature and extent of workforce development and economic development needs, and how to meet these needs effectively while maximizing the

efficient use of available resources and avoiding unnecessary duplication of effort. Support and funding to the adult learning centers is one of the recommendations the Council has made to the Governor.

We believe we are good stewards of the funds we have, but we also have a tremendous responsibility and right to educate students from the ages of 16 – 72, who lack basic academic skill sets and literacy skills; without adult education and the GED program, most, if not all, would stay supportive of social system programs and low income or poverty wages. Adult education and literacy programs break the cycle of poverty. Adult education provides a vehicle to meet the state's workforce needs, improve family literacy, and supports the strategic plans of multiple state agencies.

What we do makes a difference. Our students go on to college. Our students obtain jobs; they often get promoted and keep their jobs. They become independent of the social systems that taxpayers support. Many become citizens and learn our language. But most importantly, they become empowered by education.

This concludes my testimony. I'm available to take any questions the Committee may have. Thank you.

ND Governor's School
Participation Data - 2014

- previously requested info

SB 2013
2-6-15
#3

Architecture/Landscape Architecture: 5 (3 females, 2 males)
Engineering: 12 (3 females, 9 males)
English Studies: 12 (9 females, 3 males)
Information Technology: 11 (4 females, 7 males)
Mathematics: 12 (7 females, 5 males)
Performing Arts: 15 (11 females, 4 males)
Science & Agriculture: 16 (12 females, 4 males)

Total: 83 (49 females, 34 males)

--

Jeff Boyer, Ph.D.
Director, North Dakota Governor's Schools
Coordinator, Learning Assistants Supporting STEM Instruction | www.ndsu.edu/cider/lassi/
Assistant Professor of Practice, Dean's Office
College of Science and Mathematics

p: 701.231.5953 / f: 701.231.1047 / twitter: @professorboyer
www.ndsu.edu/scimath

NDSU NORTH DAKOTA STATE UNIVERSITY

15.0291.05003
Title.

Prepared by the Legislative Council staff for
Senator Heckaman
February 13, 2015

SB 2031
2-17-15
#1

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2031

Page 21, line 9, overstrike "(1)"

Page 21, line 11, overstrike "(a)" and insert immediately thereafter "(1)"

Page 21, line 14, overstrike "(b)" and insert immediately thereafter "(2)"

Page 21, remove lines 16 through 19

Page 21, line 22, remove "(1)"

Page 21, line 24, overstrike "(a)" and insert immediately thereafter "(1)"

Page 21, line 27, overstrike "(b)" and insert immediately thereafter "(2)"

Page 21, remove lines 29 and 30

Page 22, remove lines 1 and 2

Renumber accordingly

15.0291.05002
Title.

Prepared by the Legislative Council staff for
Senator Heckaman
February 13, 2015

Rush Amend

SB 2013
2-17-15
#2

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2031

Page 1, line 9, after the third "provide" insert "an appropriation; to provide"

Page 53, after line 16, insert:

"**SECTION 28. APPROPRIATION.** There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $8,750,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of providing oil impact grants to school districts, for the biennium beginning July 1, 2015, and ending June 30, 2017.

1. Ten percent of the amount appropriated must be allocated to each of the ten counties that received the highest total formula allocations under subsection 2 of section 57-51-15 during 2014.

2. The superintendent shall distribute the amount allocated under subsection 1 to school districts, on a pro rated basis, in accordance with the percentage that each school district's average daily attendance bears to the total average daily attendance of all eligible school districts within a qualifying county.

3. A grant under this section may not be forwarded to a hub city school district, as defined in section 57-51-01."

Renumber accordingly

15.0482.03002
Title.

Prepared by the Legislative Council staff for
Senator Schaible
February 9, 2015

#1

SB 2013
2-19-15

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2178

Page 1, line 19, after "that" insert "is based on a review of all applications filed during the twelve month period preceding April first and"

Page 2, line 20, after the period insert "The Bank of North Dakota may not expend more than $9,848,786 of the appropriations for this program during the first year of the biennium."

Renumber accordingly

1

15.0482.03004
Title.

Prepared by the Legislative Council staff for
Senator Campbell
February 10, 2015

#2
SB 2013
2-19-15

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2178

Page 1, line 1, after "15.1-36" insert "and a new section to chapter 26.1-22"

Page 1, line 2, after "fund" insert "and insurance coverage for real property and improvements leased by a school district"

Page 1, line 2, after the second semicolon insert "to provide an expiration date;"

Page 2, after line 15, insert:

"**SECTION 2.** A new section to chapter 26.1-22 of the North Dakota Century Code is created and enacted as follows:

School district - Leased property - Insurability.

1. Notwithstanding any other provision of law, if the board of a school district entered a contract with a nonprofit corporation in this state during the period beginning November 1, 2013, and ending December 31, 2013, and if in accordance with the terms of that contract the nonprofit corporation acquired and constructed a school facility that the nonprofit corporation in turn leases back to the district for use in the provision of educational services, that facility is designated as a public facility owned by the school district for purposes of insurability under this chapter.

2. For purposes of this section, "school facility" means the real property referenced in the contract and all buildings, improvements, and fixtures on the real property."

Page 2, after line 20, insert:

"**SECTION 4. EXPIRATION DATE.** Section 2 of this Act is effective through June 30, 2017, and after that date is ineffective."

Renumber accordingly

15.0410.02001
Title.

Prepared by the Legislative Council staff for
Senator Rust

February 2, 2015

SB 2013
2-19-15
#3

PROPOSED AMENDMENTS TO SENATE BILL NO. 2169

Page 4, line 28, replace "Sixty" with "Thirty"

Page 4, after line 29, insert:

"b. For purposes of applying the calculation in paragraph 3 of subdivision a, the amount being subtracted in accordance with subparagraph a or b may not exceed fifty percent of a school district's revenue contribution to a qualifying project."

Page 5, line 1, replace "b." with "c."

Renumber accordingly

15.0291.05002
Title.

Prepared by the Legislative Council staff for
Senator Heckaman
February 13, 2015

Rush Amend

SB 2013
2-19-15
#4

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2031

Page 1, line 9, after the third "provide" insert "an appropriation; to provide"

Page 53, after line 16, insert:

"**SECTION 28. APPROPRIATION.** There is appropriated out of any moneys in the general fund in the state treasury, not otherwise appropriated, the sum of $8,750,000, or so much of the sum as may be necessary, to the superintendent of public instruction for the purpose of providing oil impact grants to school districts, for the biennium beginning July 1, 2015, and ending June 30, 2017.

1. Ten percent of the amount appropriated must be allocated to each of the ten counties that received the highest total formula allocations under subsection 2 of section 57-51-15 during 2014.

2. The superintendent shall distribute the amount allocated under subsection 1 to school districts, on a pro rated basis, in accordance with the percentage that each school district's average daily attendance bears to the total average daily attendance of all eligible school districts within a qualifying county.

3. A grant under this section may not be forwarded to a hub city school district, as defined in section 57-51-01."

Renumber accordingly

1

15.0291.05003
Title.

Prepared by the Legislative Council staff for
Senator Heckaman
February 13, 2015

SB2013
2-19-15
#5

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2031

Page 21, line 9, overstrike "(1)"

Page 21, line 11, overstrike "(a)" and insert immediately thereafter "(1)"

Page 21, line 14, overstrike "(b)" and insert immediately thereafter "(2)"

Page 21, remove lines 16 through 19

Page 21, line 22, remove "(1)"

Page 21, line 24, overstrike "(a)" and insert immediately thereafter "(1)"

Page 21, line 27, overstrike "(b)" and insert immediately thereafter "(2)"

Page 21, remove lines 29 and 30

Page 22, remove lines 1 and 2

Renumber accordingly

15.8146.01004
Title.
Fiscal No. 1

Prepared by the Legislative Council staff for
Senator Holmberg
February 21, 2015

#1
2-23-15

PROPOSED AMENDMENTS TO SENATE BILL NO. 2013

Page 1, line 5, replace "and 15.1-36-02" with "24-02-03.3, and 39-01-03"

Page 1, line 6, remove "and school construction"

Page 1, line 7, replace "loans; and to provide for a transfer" with "the management of state-owned licensed motor vehicles, and use of motor vehicles owned by the state"

Page 1, remove lines 20 through 24

Page 2, replace lines 1 through 10 with:

"Salaries and wages	$15,940,953	$2,415,113	$18,356,066
Accrued leave payments	322,068	(322,068)	0
Operating expenses	29,430,802	1,397,390	30,828,192
Integrated formula payments	1,752,100,000	278,700,000	2,030,800,000
Grants - special education contracts	16,500,000	800,000	17,300,000
Grants - transportation	53,500,000	6,500,000	60,000,000
Grants - other grants	272,996,261	(2,115,539)	270,880,722
PowerSchool	0	6,000,000	6,000,000
Rapid enrollment grants	13,600,000	1,200,000	14,800,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,154,540,084	$294,574,896	$2,449,114,980
Less estimated income	436,996,759	71,684,108	508,680,867
Total general fund	$1,717,543,325	$222,890,788	$1,940,434,113
Full-time equivalent positions	99.75	0.00	99.75"

Page 2, replace lines 15 through 22 with:

"Salaries and wages	$3,780,053	$423,714	$4,203,767
Accrued leave payments	75,354	(75,354)	0
Operating expenses	1,895,726	0	1,895,726
Grants	2,519,000	616,500	3,135,500
Total all funds	$8,270,133	$964,860	$9,234,993
Less estimated income	2,394,145	45,116	2,439,261
Total general fund	$5,875,988	$919,744	$6,795,732
Full-time equivalent positions	29.75	0.00	29.75"

Page 2, remove lines 27 through 31

Page 3, replace lines 1 through 4 with:

"Salaries and wages	$6,932,905	$821,327	$7,754,232
Accrued leave payments	134,846	(134,846)	0
Operating expenses	1,908,794	139,502	2,048,296
Capital assets	191,762	675,412	867,174
Grants	200,000	0	200,000
Total all funds	$9,368,307	$1,501,395	$10,869,702
Less estimated income	1,568,928	124,642	1,693,570

Total general fund	$7,799,379	$1,376,753	$9,176,132
Full-time equivalent positions	44.61	1.00	45.61"

Page 3, replace lines 9 through 16 with:

"Salaries and wages	$4,415,180	$369,061	$4,784,241
Accrued leave payments	87,463	(87,463)	0
Operating expenses	707,006	157,700	864,706
Capital assets	35,364	46,590	81,954
Total all funds	$5,245,013	$485,888	$5,730,901
Less estimated income	743,427	(111,584)	631,843
Total general fund	$4,501,586	$597,472	$5,099,058
Full-time equivalent positions	30.00	0.00	30.00"

Page 3, replace lines 21 through 23 with:

"Grand total general fund	$1,735,720,278	$225,784,757	$1,961,505,035
Grand total special funds	441,703,259	71,742,282	513,445,541
Grand total all funds	$2,177,423,537	$297,527,039	$2,474,950,576"

Page 4, replace lines 4 through 7 with:

" Free or reduced meals information technology	0	30,000
Rapid enrollment grants	0	14,800,000
Total department of public instruction - general fund	$6,070,000	$14,830,000"

Page 4, replace lines 11 through 15 with:

"School for the deaf		
Extraordinary repairs	$1,002,259	$600,000
Total school for the deaf - estimated income	$1,002,259	$600,000"

Page 4, replace lines 23 through 29 with:

" Server and access points	0	16,000
Total school for the blind - all funds	$3,302,836	$56,000
Total school for the blind - estimated income	110,329	56,000
Total school for the blind - general fund	$3,192,507	$0
Grand total - all funds	$10,375,095	$15,736,000
Grand total - estimated income	1,112,588	656,000
Grand total - general fund	$9,262,507	$15,080,000"

Page 5, remove lines 4 through 9

Page 9, after line 15, insert:

"**SECTION 10. CARDIOPULMONARY RESUSCITATION TRAINING GRANTS - FUNDING - DISTRIBUTION.** During the 2015-17 biennium, the superintendent of public instruction shall expend up to $450,000 from the grants - other grants line item in subdivision 1 of section 1 of this Act for the purpose of providing cardiopulmonary resuscitation training grants as provided in chapter 58 of the 2013 Session Laws except that grants may be provided for training made available to students at both the high school and middle school levels."

Page 10, remove lines 21 through 30

Page 11, remove lines 1 through 8

1.2

Page 11, line 14, remove "one hundred eighteen thousand thirty-eight dollars through June 30, 2016"

Page 11, line 15, replace "and one hundred twenty-two thousand seven hundred fifty-nine" with "one hundred sixteen thousand nine hundred three dollars through June 30, 2016, and one hundred twenty thousand four hundred ten"

Page 12, remove lines 15 through 30

Page 13, remove lines 1 through 31

Page 14, remove lines 1 through 30

Page 15, remove lines 1 through 30

Page 16, remove lines 1 through 31

Page 17, replace lines 1 through 8 with:

"**SECTION 18. AMENDMENT.** Section 24-02-03.3 of the North Dakota Century Code is amended and reenacted as follows:

24-02-03.3. Central management system for all state-owned licensed motor vehicles.

1. The director shall establish within the department a central vehicle management system to regulate the operation, maintenance, and management of all motor vehicles owned or leased by the state subject to registration under chapters 39-04 and 39-05. Upon the request of a state agency and an agreement between the agency and director for the use of the motor vehicle-related equipment, the director may purchase or lease motor vehicle-related equipment and include that equipment within the system. The director shall provide a uniform method of documenting the use and cost of operation of motor vehicles and motor vehicle-related equipment in the system. The director shall advise the director of the office of management and budget as to the need to acquire or dispose of system motor vehicles. The specifications for highway patrol vehicles to be acquired may be set by the highway patrol superintendent. Every state agency, institution, department, board, bureau, and commission unless exempted by the director must use the system. At the request of the director of the North Dakota agricultural experiment station, certain vehicles used in farming operations at the agronomy seed farm and branch research centers shall be exempt from the requirements of this section. However, an agency, institution, department, board, bureau, or commission may authorize the use of an employee's personal motor vehicle pursuant to subsection 4 of section 54-06-09.

2. The director may enter into an agreement with a state employee who has a disability requiring a specially-equipped vehicle to pay a mileage rate greater than the rate established in section 54-06-09 for the employee's use of the employee's specially-equipped motor vehicle while conducting state business. The rate must be based on the rate provided in section 54-06-09, increased by the actual cost per mile caused by the special equipment, and may not exceed the cost associated with the special equipment expressed as the new value plus the depreciated fair market value in eight years divided by two, divided by twenty thousand miles.

3. Each entity required to use the system shall submit records of the operation of each vehicle as directed by the director.

4. The director may enter an agreement for the use of the motor vehicle-related equipment with the North Dakota art museum established in section 54-02-11.

SECTION 19. AMENDMENT. Section 39-01-03 of the North Dakota Century Code is amended and reenacted as follows:

39-01-03. Motor vehicle owned by the state, North Dakota art museum, or an international peace garden not to be used for private use or in political activities.

No person, officer, or employee of the state or of any department, board, bureau, commission, institution, industry, or other agency of the state, or person, officer, or employee of the North Dakota art museum, or of any entity located upon the international boundary line between the United States of America and Canada used and maintained as a memorial to commemorate the long-existing relationship of peace and good will between the people and the governments of the United States of America and Canada and to further international peace among the nations of the world, may use or drive any motor vehicle belonging to the state or to any department, board, bureau, commission, institution, industry, or other agency of the state, or person, officer, or employee of the North Dakota art museum, or of any entity located upon the international boundary line between the United States of America and Canada used and maintained as a memorial to commemorate the long-existing relationship of peace and good will between the people and the governments of the United States of America and Canada and to further international peace among the nations of the world, for private use, or while engaged in any political activity."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of Senate Action

	Base Budget	Senate Changes	Senate Version
Department of Public Instruction			
Total all funds	$2,154,540,084	$294,574,896	$2,449,114,980
Less estimated income	436,996,759	71,684,108	508,680,867
General fund	$1,717,543,325	$222,890,788	$1,940,434,113
State Library			
Total all funds	$8,270,133	$964,860	$9,234,993
Less estimated income	2,394,145	45,116	2,439,261
General fund	$5,875,988	$919,744	$6,795,732
School for the Deaf			
Total all funds	$9,368,307	$1,501,395	$10,869,702
Less estimated income	1,568,928	124,642	1,693,570
General fund	$7,799,379	$1,376,753	$9,176,132
Vision Services - School for the Blind			
Total all funds	$5,245,013	$485,888	$5,730,901
Less estimated income	743,427	(111,584)	631,843
General fund	$4,501,586	$597,472	$5,099,058
Bill total			
Total all funds	$2,177,423,537	$297,527,039	$2,474,950,576
Less estimated income	441,703,259	71,742,282	513,445,541

1.4

General fund	$1,735,720,278	$225,784,757	$1,961,505,035

Senate Bill No. 2013 - Department of Public Instruction - Senate Action

	Base Budget	Senate Changes	Senate Version
Salaries and wages	$15,940,953	$2,415,113	$18,356,066
Operating expenses	29,430,802	1,397,390	30,828,192
Integrated formula payments	1,752,100,000	278,700,000	2,030,800,000
Grants - special education contracts	16,500,000	800,000	17,300,000
Grants - transportation	53,500,000	6,500,000	60,000,000
Grants - other grants	272,996,261	(2,115,539)	270,880,722
Rapid enrollment grants	13,600,000	1,200,000	14,800,000
Transportation efficiency	30,000		30,000
National board certification	120,000		120,000
Accrued leave payments	322,068	(322,068)	
PowerSchool		6,000,000	6,000,000
Total all funds	$2,154,540,084	$294,574,896	$2,449,114,980
Less estimated income	436,996,759	71,684,108	508,680,867
General fund	$1,717,543,325	$222,890,788	$1,940,434,113
FTE	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of Senate Changes

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Adjusts Funding for Federal and Special Fund Grants[3]	Increases Funding for Integrated Formula Payments[4]	Increases Funding for Transportation Grants[5]	Increases Funding for Special Education Contract Grants[6]
Salaries and wages	$571,798	$1,065,930				
Operating expenses						
Integrated formula payments				278,700,000		
Grants - special education contracts						800,000
Grants - transportation					6,500,000	
Grants - other grants			(7,869,039)			
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments	(322,068)					
PowerSchool						
Total all funds	$249,730	$1,065,930	($7,869,039)	$278,700,000	$6,500,000	$800,000
Less estimated income	(569,781)	717,453	(7,869,039)	78,808,000	0	0
General fund	$819,511	$348,477	$0	$199,892,000	$6,500,000	$800,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for College and Career Readiness Program[7]	Adds Funding for PowerSchool Grants[8]	Increases Funding for Mentoring Program Grants[9]	Increases Funding for Math and Science Content Positions[10]	Increases Funding for Safe and Healthy Schools Unit[11]	Increases Funding for STARS and Website[12]
Salaries and wages				$277,351	$500,034	
Operating expenses	250,000				97,640	160,000
Integrated formula payments						
Grants - special education contracts						
Grants - transportation						
Grants - other grants			700,000			
Rapid enrollment grants						

1.5

Transportation efficiency						
National board certification						
Accrued leave payments						
PowerSchool		6,000,000				
Total all funds	$250,000	$6,000,000	$700,000	$277,351	$597,674	$160,000
Less estimated income	0	0	0	0	0	0
General fund	$250,000	$6,000,000	$700,000	$277,351	$597,674	$160,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Statewide Accreditation System[13]	Adds Funding for Principal and Teacher Evaluation System[14]	Increases Funding for Adult Education Grants[15]	Increases Funding for Other General Fund Grants[16]	Increases Funding for Rapid Enrollment Grants[17]	Corrects Funding for Other Grants[18]
Salaries and wages						
Operating expenses	799,750	60,000				
Integrated formula payments						
Grants - special education contracts						
Grants - transportation						
Grants - other grants		240,000	1,000,000	121,500		
Rapid enrollment grants					1,200,000	
Transportation efficiency						
National board certification						
Accrued leave payments						
PowerSchool						
Total all funds	$799,750	$300,000	$1,000,000	$121,500	$1,200,000	$0
Less estimated income	0	0	0	0	0	597,475
General fund	$799,750	$300,000	$1,000,000	$121,500	$1,200,000	($597,475)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Free Meals to Students Eligible for Reduced Meals[19]	Increases Funding for the Museum of Art[20]	Increases Funding for the Global Bridges Exchange Program[21]	Adds Funding for English Language Learner Grants[22]	Adds One-Time Funding for Free or Reduced Meal Computer Updates[23]	Total Senate Changes
Salaries and wages						$2,415,113
Operating expenses					30,000	1,397,390
Integrated formula payments						278,700,000
Grants - special education contracts						800,000
Grants - transportation						6,500,000
Grants - other grants	1,072,000	20,000	100,000	2,500,000		(2,115,539)
Rapid enrollment grants						1,200,000
Transportation efficiency						
National board certification						
Accrued leave payments						(322,068)
PowerSchool						6,000,000
Total all funds	$1,072,000	$20,000	$100,000	$2,500,000	$30,000	$294,574,896
Less estimated income	0	0	0	0	0	71,684,108
General fund	$1,072,000	$20,000	$100,000	$2,500,000	$30,000	$222,890,788
FTE	0.00	0.00	0.00	0.00	0.00	0.00

[1] Funding is added for cost-to-continue 2013-15 biennium salaries and benefit increases and for other base payroll changes. In addition, $100,000 from the general fund is provided for market equity related to attrition in the director of school finance position.

1.6

[2] The following funding is added for 2015-17 biennium performance salary adjustments of 2 to 4 percent per year and increases in monthly health insurance premiums:

	General Fund	Other Funds	Total
Salary increase - Performance	$206,948	$422,861	$629,809
Health insurance increase	141,529	294,592	436,121
Total	$348,477	$717,453	$1,065,930

[3] Funding is adjusted for various federal and special fund grants.

[4] Integrated formula payments are increased to provide a total of $2,030,800,000, of which $1,811,666,000 is from the general fund and $219,134,000 is from the state tuition fund. This level of funding represents a $278,700,000 increase from 2013-15 base level integrated formula payments and a $130,800,000 increase over the executive recommendation. Base level funding for integrated formula payments is adjusted for the following:

Executive Budget Adjustments:	
Cost-to-continue second year integrated formula payment increase	$62,000,000
Projected student growth	104,000,000
Increases in per student integrated formula payment rates	126,400,000
Weighting factor adjustments	600,000
Base adjustment for unobligated 2013-15 appropriation	(25,600,000)
Increase in local cost share, including local property tax and income based on the executive recommendation relating to oil tax production and distribution	(119,500,000)
Total executive budget increase in integrated formula payments	$147,900,000
Senate Adjustments:	
Anticipated reductions in local oil tax revenue	$48,000,000
Adjustments to property tax estimates	6,000,000
Additional property tax relief	22,000,000
Adjustments to per student integrated formula payment rates	(6,000,000)
Additional professional development days	20,000,000
Increase in "at risk" factor	39,000,000
Adjustments to school size weighting factors	1,800,000
Total Senate increase in integrated formula payments	$130,800,000
Total adjustment to base budget integrated formula payments	$278,700,000

[5] Funding for transportation grants is increased to provide a total of $60 million from the general fund.

[6] Funding for special education contract grants is increased to provide a total of $17.3 million from the general fund.

[7] Funding is added for a college and career readiness program to provide for the cost of advanced placement teacher professional development and related expenses.

[8] The PowerSchool factor is removed from the state school aid formula and $6 million is provided for PowerSchool from the general fund in a separate line of the department's appropriation.

[9] Funding for the mentorship grant program is increased to provide $3 million from the general fund for an expanded teacher, principal, and instructional coach mentoring program.

[10] Funding for salaries and wages is increased to support content positions in math and science. The department anticipates converting current FTE positions.

[11] Funding is increased for the administration of the safe and healthy schools unit, including salaries and wages and operating expenses.

[12] Funding is increased for information technology maintenance to update the state automated reporting system (STARS) ($112,000) and updates to the department's website ($48,000).

[13] Funding is added to support the statewide accreditation system.

[14] Funding is added to support statewide training and implementation activities to advance the deployment of principal and teacher evaluation programs, including $240,000 for grants.

[15] Funding for adult education grants is increased to provide a total of $4,110,411 from the general fund.

[16] Funding is increased for the following other grants provided from the general fund:

	General Fund Increase (Decrease)	Total General Fund
Teacher center network	$54,000	$414,000
LEAD Center	$7,500	$267,500
North Dakota Young Entrepreneur education program	20,000	140,000
"We the People" program	5,000	25,000
Pathfinders Parent project	15,000	146,106
National writing projects	20,000	193,000
Total general fund	$121,500	$1,185,606

[17] Funding is increased for rapid enrollment grants to provide a total of $14.8 million from the general fund as one-time funding.

[18] The funding source of other grants is adjusted to reflect the funding included in the executive recommendation.

[19] Funding for grants is added to provide free breakfast and lunch to students eligible for reduced meals.

[20] Funding for a grant to support the North Dakota Museum of Art educational outreach initiative is increased to provide a total of $435,000 from the general fund.

[21] Funding for a grant to the Global Bridges exchange program is increased to provide a total of $250,000 from the general fund.

[22] Funding is added to provide English language learner grants.

[23] Funding is added for the one-time cost of computer updates related to providing free breakfast and lunch to students eligible for reduced meals.

This amendment also:

- Removes a section relating to a transfer of $300 million from the strategic investment and improvements fund to the school construction loan fund for the purpose of providing additional school construction loans;
- Removes a section relating to assumptions included in the executive recommendation for integrated formula payments;
- Removes a section relating to the establishment and funding of a school construction revolving loan fund;
- Adds sections to amend Sections 24-02-03.3 and 39-01-03 relating to the management of state-owned licensed motor vehicles and the use of motor vehicles owned by the state to allow the North Dakota Museum of Art to use motor pool vehicles;
- Adds a section related to the distribution of CPR grants for training at both the high school and middle school levels; and
- Amends a section related to the salary of the Superintendent of Public Instruction to provide for a 3 percent increase each year of the biennium.

Senate Bill No. 2013 - State Library - Senate Action

	Base Budget	Senate Changes	Senate Version
Salaries and wages	$3,780,053	$423,714	$4,203,767
Operating expenses	1,895,726		1,895,726
Grants	2,519,000	616,500	3,135,500
Accrued leave payments	75,354	(75,354)	
Total all funds	$8,270,133	$964,860	$9,234,993
Less estimated income	2,394,145	45,116	2,439,261
General fund	$5,875,988	$919,744	$6,795,732
FTE	29.75	0.00	29.75

Department No. 250 - State Library - Detail of Senate Changes

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Increases Funding for State Aid to Public Libraries[3]	Adds One-Time Funding for Library Repair Grants[4]	Total Senate Changes
Salaries and wages	$155,283	$268,431			$423,714
Operating expenses					
Grants			366,500	250,000	616,500
Accrued leave payments	(75,354)				(75,354)
Total all funds	$79,929	$268,431	$366,500	$250,000	$964,860
Less estimated income	23,076	22,040	0	0	45,116
General fund	$56,853	$246,391	$366,500	$250,000	$919,744
FTE	0.00	0.00	0.00	0.00	0.00

[1] Funding is added for cost-to-continue 2013-15 biennium salaries and benefit increases and for other base payroll changes.

[2] The following funding is added for 2015-17 biennium performance salary adjustments of 2 to 4 percent per year and increases in monthly health insurance premiums:

	General Fund	Other Funds	Total
Salary increase - Performance	$128,060	$10,835	$138,895
Health insurance increase	118,331	11,205	129,536
Total	$246,391	$22,040	$268,431

[3] Funding for state aid to libraries is increased to provide a total of $2,133,000 from the general fund.

[4] One-time funding is added for library repair and maintenance grants.

Senate Bill No. 2013 - School for the Deaf - Senate Action

	Base Budget	Senate Changes	Senate Version
Salaries and wages	$6,932,905	$821,327	$7,754,232
Operating expenses	1,908,794	139,502	2,048,296
Capital assets	191,762	675,412	867,174
Grants	200,000		200,000
Accrued leave payments	134,846	(134,846)	
Total all funds	$9,368,307	$1,501,395	$10,869,702
Less estimated income	1,568,928	124,642	1,693,570
General fund	$7,799,379	$1,376,753	$9,176,132
FTE	44.61	1.00	45.61

Department No. 252 - School for the Deaf - Detail of Senate Changes

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Adds One FTE Adult Services Position[3]	Increases Funding for Extraordinary Repairs[4]	Increases Funding for Equipment[5]	Removes Funding for IT Equipment[6]
Salaries and wages	$313,251	$378,476	$129,600			
Operating expenses						
Capital assets				65,912	52,500	(43,000)
Grants						
Accrued leave payments	(134,846)					
Total all funds	$178,405	$378,476	$129,600	$65,912	$52,500	($43,000)
Less estimated income	(91,285)	17,231	0	0	52,500	(43,000)
General fund	$269,690	$361,245	$129,600	$65,912	$0	$0
FTE	0.00	0.00	1.00	0.00	0.00	0.00

	Increases Funding for Operating Expenses[7]	Adjusts Funding Source of Operating Expenses[8]	Adds One-Time Funding for Boiler Replacement & Other Projects[9]	Total Senate Changes
Salaries and wages				$821,327
Operating expenses	139,502			139,502
Capital assets			600,000	675,412
Grants				
Accrued leave payments				(134,846)
Total all funds	$139,502	$0	$600,000	$1,501,395
Less estimated income	89,196	(500,000)	600,000	124,642
General fund	$50,306	$500,000	$0	$1,376,753
FTE	0.00	0.00	0.00	1.00

[1] Funding is added for cost-to-continue 2013-15 biennium salaries and benefit increases and for other base payroll changes.

[2] The following funding is added for 2015-17 biennium performance salary adjustments of 2 to 4 percent per year and increases in monthly health insurance premiums:

	General Fund	Other Funds	Total
Salary increase - Performance	$141,193	$8,438	$149,631
Health insurance increase	220,052	8,793	228,845
Total	$361,245	$17,231	$378,476

[3] Funding is added for 1 adult services FTE position for the western part of the state.

[4] Funding for extraordinary repairs is increased to provide a total of $192,174 from the general fund as follows:

Activities building repairs	$20,174
Parking lot and lighting repairs	64,000
Dining room flooring and ceiling	30,000
Kitchen coolers	46,000
Asbestos testing and abatement	32,000
Total	$192,174

[5] Funding for equipment over $5,000 is increased to provide a total of $75,000 from special funds for a lawn tractor ($15,000) and a skid steer tractor ($60,000).

[6] Funding for information technology equipment over $5,000 provided during the 2013-15 biennium is removed.

[7] Funding for operating expenses is increased.

[8] The funding source of operating expenses is adjusted to increase funding from the general fund.

[9] One-time funding is provided for boiler replacement and Smith Building projects.

Senate Bill No. 2013 - Vision Services - School for the Blind - Senate Action

	Base Budget	Senate Changes	Senate Version
Salaries and wages	$4,415,180	$369,061	$4,784,241
Operating expenses	707,006	157,700	864,706
Capital assets	35,364	46,590	81,954
Accrued leave payments	87,463	(87,463)	
Total all funds	$5,245,013	$485,888	$5,730,901
Less estimated income	743,427	(111,584)	631,843
General fund	$4,501,586	$597,472	$5,099,058
FTE	30.00	0.00	30.00

Department No. 253 - Vision Services - School for the Blind - Detail of Senate Changes

	Adds Funding for Base Payroll Changes[1]	Adds Funding for Salary and Benefit Increases[2]	Increases Funding for Reclassification of Position[3]	Increases Funding for Extraordinary Repairs[4]	Increases Funding for Operating Expenses[5]	Adds Funding for Low-Vision Clinic[6]
Salaries and wages	$119,910	$221,191	$27,960			
Operating expenses			22,000		107,200	5,000
Capital assets				14,090		
Accrued leave payments	(87,463)					
Total all funds	$32,447	$221,191	$49,960	$14,090	$107,200	$5,000
Less estimated income	(200,739)	33,162	0	(7)	0	0
General fund	$233,186	$188,029	$49,960	$14,097	$107,200	$5,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding to Replace Server[7]	Adds One-Time Funding for Special Assessments[8]	Adds One-Time Funding for Equipment[9]	Total Senate Changes
Salaries and wages				$369,061
Operating expenses	2,500		21,000	157,700
Capital assets	13,500	19,000		46,590
Accrued leave payments				(87,463)
Total all funds	$16,000	$19,000	$21,000	$485,888
Less estimated income	16,000	19,000	21,000	(111,584)
General fund	$0	$0	$0	$597,472
FTE	0.00	0.00	0.00	0.00

[1] Funding is added for cost-to-continue 2013-15 biennium salaries and benefit increases and for other base payroll changes.

[2] The following funding is added for 2015-17 biennium performance salary adjustments of 2 to 4 percent per year and increases in monthly health insurance premiums:

	General Fund	Other Funds	Total
Salary increase - Performance	$68,192	$14,829	$83,021
Health insurance increase	119,837	18,333	138,170
Total	$188,029	$33,162	$221,191

[3] Funding is added to convert an existing vision assistant position to an orientation and mobility specialist position serving the western part of the state, including salaries and wages and operating expenses.

[4] Funding for extraordinary repairs is increased to provide a total of $49,454 from the general fund.

[5] Funding for operating expenses is increased.

[6] Funding is added for operating expenses related to an annual one-day low-vision clinic in public schools.

[7] One-time funding is added for information technology equipment over $5,000 ($13,500) and operating expenses ($2,500) to install a server and wireless access points.

[8] One-time funding is added to payoff a special assessment.

[9] One-time funding is added for equipment less than $5,000, including lawn mower/tractor sweep attachment, wall unit air conditioners, floor cleaners, vacuums, washer, dryer, and refrigerator.

1.12

SB 2013
2-23-15
#1A

Department of Public Instruction - Budget No. 201
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation				Senate Version				Senate Changes to Executive Recommendation			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2015-17 Biennium Base Level	99.75	$1,717,543,325	$436,996,759	$2,154,540,084	99.75	$1,717,543,325	$436,996,759	$2,154,540,084	0.00	$0	$0	$0
2015-17 Ongoing Funding Changes												
Base payroll changes		$714,473	($569,781)	$144,692		$814,473	($569,781)	$244,692		$100,000		$100,000
Salary increase - Performance		273,337	568,950	842,287		206,948	422,861	629,809		(66,389)	(146,089)	(212,478)
Salary increase - Market equity		86,346	175,309	261,655				0		(86,346)	(175,309)	(261,655)
Retirement contribution increase		28,112	58,516	86,628				0		(28,112)	(58,516)	(86,628)
Health insurance increase		141,529	294,592	436,121		141,529	294,592	436,121				0
Salary increase - Targeted equity		332,932		332,932				0		(332,932)		(332,932)
Internship stipend		5,038		5,038		5,038		5,038				0
Adjust federal and special fund grants			(7,869,039)	(7,869,039)			(7,869,039)	(7,869,039)				0
Increases funding for integrated formula payments		69,092,000	78,808,000	147,900,000		199,892,000	78,808,000	278,700,000		130,800,000		130,800,000
Increases funding for transportation grants		6,500,000		6,500,000		6,500,000		6,500,000				0
Increases funding for special education grants		800,000		800,000		800,000		800,000				0
Adds funding for a college and career readiness program		250,000		250,000		250,000		250,000				0
Adds funding for PowerSchool grants		6,000,000		6,000,000		6,000,000		6,000,000				0
Increases funding for expanded mentoring program		700,000		700,000		700,000		700,000				0
Adds funding to support content positions in math and science		277,351		277,351		277,351		277,351				0
Increases funding for safe and healthy schools unit		597,674		597,674		597,674		597,674				0
Adds funding for maintenance and upgrades to STARS and website		160,000		160,000		160,000		160,000				0
Adds funding for the statewide accreditation system		799,750		799,750		799,750		799,750				0
Adds funding for a principal and teacher evaluation system		300,000		300,000		300,000		300,000				0
Increases funding for adult education grants		624,000		624,000		1,000,000		1,000,000		376,000		376,000
Increases funding for other grants		121,500		121,500		121,500		121,500				0
Removes CPR grants		(450,000)		(450,000)				0		450,000		450,000
Removes rapid enrollment grants		(13,600,000)		(13,600,000)		(13,600,000)		(13,600,000)				0
OTHER PROPOSED CHANGES:				0				0				0
Adds funding to provide free breakfast and lunch to students eligible for reduced meals (Heckaman)				0		1,072,000		1,072,000		1,072,000		1,072,000
Corrects funding source of grants provided in the executive recommendation (DPI)				0		(597,475)	597,475	0		(597,475)	597,475	0
Increases funding for the Museum of Art to provide a total of $435,000 (Holmberg)				0		20,000		20,000		20,000		20,000
Increases funding for the Global Bridges exchange program to provide a total of $250,000 (Holmberg)				0		100,000		100,000		100,000		100,000
Adds funding for English language learner grants provided in Senate Bill No. 2031				0		2,500,000		2,500,000		2,500,000		2,500,000
Total ongoing funding changes	0.00	$73,754,042	$71,466,547	$145,220,589	0.00	$208,060,788	$71,684,108	$279,744,896	0.00	$134,306,746	$217,561	$134,524,307

1A.1

One-time funding items												
Adds funding for rapid enrollment grants		$14,800,000		$14,800,000		$14,800,000		$14,800,000		$0		$0
Adds funding for Museum of Art rural outreach van		20,000		20,000				0		(20,000)		(20,000)
Adds funding for the one-time cost of computer updates related to providing free breakfast and lunch to students eligible for reduced meals (Heckaman)				0		30,000		30,000		30,000		30,000
Total one-time funding changes	0.00	$14,820,000	$0	$14,820,000	0.00	$14,830,000	$0	$14,830,000	0.00	$10,000	$0	$10,000
Total Changes to Base Level Funding	0.00	$88,574,042	$71,466,547	$160,040,589	0.00	$222,890,788	$71,684,108	$294,574,896	0.00	$134,316,746	$217,561	$134,534,307
2015-17 Total Funding	99.75	$1,806,117,367	$508,463,306	$2,314,580,673	99.75	$1,940,434,113	$508,680,867	$2,449,114,980	0.00	$134,316,746	$217,561	$134,534,307

Other Sections in Senate Bill No. 2013

	Executive Budget Recommendation	Senate Version
One-Time funding	Section 2 provides the North Dakota Museum of Art vehicle and rapid enrollment grants are one-time funding.	Removes funding provided to the North Dakota Museum of Art from the one-time schedule and provides for an on-going funding increase of $20,000 for a total of $435,000 from the general fund (Holmberg) Adds $30,000 from the general fund for computer updates related to the provision of free meals to those qualifying for reduced meals to the one-time schedule (Heckaman)
School construction loan fund	Section 3 provides for a transfer of $300 million from the strategic investment and improvements fund to the school construction loan fund for the purpose of providing additional school construction loans.	This section is removed
Tuition apportionment	Section 4 provides that any money available in the state tuition fund in excess of the $219,134,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction for distribution to school districts.	Section provides that any money available in the state tuition fund in excess of the $219,134,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction for distribution to school districts.
Payments for 2013-15 biennium educational services	Section 5 provides that the Department of Public Instruction may use money appropriated for integrated formula payments and special education contracts for the 2015-17 biennium to pay claims due during the 2013-15 biennium but not filed with the department until the 2015-17 biennium.	Section provides that the Department of Public Instruction may use money appropriated for integrated formula payments and special education contracts for the 2015-17 biennium to pay claims due during the 2013-15 biennium but not filed with the department until the 2015-17 biennium.
Special education gifted and talented programs	Section 6 provides that the Department of Public Instruction use $800,000 of the 2015-17 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The department is to encourage cooperative efforts for gifted and talented programs among school districts and special education units. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the Department of Public Instruction to the Department of Human Services on behalf of the school district or unit.	Section provides that the Department of Public Instruction use $800,000 of the 2015-17 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The department is to encourage cooperative efforts for gifted and talented programs among school districts and special education units. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the Department of Public Instruction to the Department of Human Services on behalf of the school district or unit.

1A.2

	Executive Budget Recommendation	Senate Version
Regional education association grants	Section 7 provides for the distribution of up to $800,000 from the integrated formula payments line item for regional education association grants to assist with the cost of compensating coordinators during the 2015-17 biennium. The maximum annual grant to a regional education association is the lesser of $50,000, or 70 percent of the total compensation of the coordinator.	Section provides for the distribution of up to $800,000 from the integrated formula payments line item for regional education association grants to assist with the cost of compensating coordinators during the 2015-17 biennium. The maximum annual grant to a regional education association is the lesser of $50,000, or 70 percent of the total compensation of the coordinator.
Transportation grants	Section 8 requires the Department of Public Instruction to distribute transportation aid for the 2015-17 biennium based on the state transportation formula as it existed on June 30, 2001, except that the department is to provide reimbursement at the rate of: • One dollar and 27 cents per mile for schoolbuses having a capacity of 10 or more passengers. • Sixty cents per mile for vehicles having a capacity of nine or fewer passengers. • Sixty cents per mile round trip for family transportation of a student with a disability whose individualized education program plan requires that the student attend a school outside the student's school district of residence. • Sixty cents per mile one way for family transportation if the student lives more than two miles from the public school the student attends. • Thirty-two cents per student for each one-way trip. Section 8 also provides if any funds appropriated for transportation aid for the 2015-17 biennium remain unspent after all statutory obligations are met, the Department of Public Instruction is to prorate and distribute the remaining amounts according to the percentage of the total transportation formula amount to which each school district is entitled.	Section requires the Department of Public Instruction to distribute transportation aid for the 2015-17 biennium based on the state transportation formula as it existed on June 30, 2001, except that the department is to provide reimbursement at the rate of: • One dollar and 27 cents per mile for schoolbuses having a capacity of 10 or more passengers. • Sixty cents per mile for vehicles having a capacity of nine or fewer passengers. • Sixty cents per mile round trip for family transportation of a student with a disability whose individualized education program plan requires that the student attend a school outside the student's school district of residence. • Sixty cents per mile one way for family transportation if the student lives more than two miles from the public school the student attends. • Thirty-two cents per student for each one-way trip. Section 8 also provides if any funds appropriated for transportation aid for the 2015-17 biennium remain unspent after all statutory obligations are met, the Department of Public Instruction is to prorate and distribute the remaining amounts according to the percentage of the total transportation formula amount to which each school district is entitled.
Rapid enrollment grants	Section 9 provides for the distribution of up to $14.8 million in one-time funding for rapid enrollment grants. Grants are distributed based on two funding tiers, districts experiencing an increase of at least 4 percent or 150 students and no less than 20 students (Tier 1) and districts experiencing an increase of at least 2 percent or 75 students and no less than 10 students (Tier 2). Section 9 also provides that no more than $7.4 million may be provided in the first year of the biennium and if funding is not sufficient to provide all of the eligible grants, the department must prorate the payment based on the percentage of the total amount to which the school district is entitled.	Section provides for the distribution of up to $14.8 million in one-time funding for rapid enrollment grants. Grants are distributed based on two funding tiers, districts experiencing an increase of at least 4 percent or 150 students and no less than 20 students (Tier 1) and districts experiencing an increase of at least 2 percent or 75 students and no less than 10 students (Tier 2). The section also provides that no more than $7.4 million may be provided in the first year of the biennium and if funding is not sufficient to provide all of the eligible grants, the department must prorate the payment based on the percentage of the total amount to which the school district is entitled.
Continuing education grants	Section 10 provides for the distribution of up to $150,000 from the Grants - other grants line item for continuing education grants. Grant awards are in amounts up to $1,200 per eligible recipient and any funding remaining after grants have been awarded to all eligible recipients must be distributed to school districts as additional per student payments based on latest average daily membership.	Section provides for the distribution of up to $150,000 from the Grants - other grants line item for continuing education grants. Grant awards are in amounts up to $1,200 per eligible recipient and any funding remaining after grants have been awarded to all eligible recipients must be distributed to school districts as additional per student payments based on latest average daily membership.

1A.3

	Executive Budget Recommendation	Senate Version
Indirect cost allocation	Section 11 provides that, notwithstanding North Dakota Century Code Section 54-44.1-15, the Department of Public Instruction may deposit indirect cost recoveries in its operating account. Section 54-44.1-15 otherwise provides that indirect cost recoveries be deposited in the general fund.	Section provides that, notwithstanding North Dakota Century Code Section 54-44.1-15, the Department of Public Instruction may deposit indirect cost recoveries in its operating account. Section 54-44.1-15 otherwise provides that indirect cost recoveries be deposited in the general fund.
Other grant reporting	Section 13 requires the Department of Public Instruction report to the 2017 Legislative Assembly regarding the cost per participant and outcomes of other grants provided by the department.	Section requires the Department of Public Instruction report to the 2017 Legislative Assembly regarding the cost per participant and outcomes of other grants provided by the department.
State school aid program	Section 16 provides assumptions included in the executive recommendation for integrated formula payments and other grants, including per student payment rates of $9,482 for the 2015-16 academic year and $9,767 for the 2016-17 academic year. However, the recommendation of the of interim Education Funding Committee included per student payment rates of $9,482 for the 2015-16 academic year and $9,766 for the 2016-17 academic year. The different rate for the 2016-17 academic year should be reconciled. In addition, the section may be eliminated when the recommendation for integrated formula payments is developed by the Legislative Assembly.	This section is removed.
Superintendent of Public Instruction salary	Section 17 provides the statutory changes increasing the Superintendent of Public Instruction's salary. The Superintendent of Public Instruction's annual salary is increased from the current level of $113,498 to $118,038, effective July 1, 2015, and to $122,759, effective July 1, 2016, to reflect the 4 percent and 4 percent recommended salary increase.	Section provides the statutory changes increasing the Superintendent of Public Instruction's salary. The Superintendent of Public Instruction's annual salary is increased from the current level of $113,498 to $116,903, effective July 1, 2015, and to $120,410, effective July 1, 2016, to reflect a 3 percent salary increase each year of the biennium.
PowerSchool financial support	Section 18 removes the requirement that the Superintendent of Public Instruction forward the portion of a school district's state aid related to the PowerSchool factor to the Information Technology Department.	Section removes the requirement that the Superintendent of Public Instruction forward the portion of a school district's state aid related to the PowerSchool factor to the Information Technology Department.
School construction loans - Revolving fund	Section 19 amends Section 15.1-36-02 to increase funding deposited in the school construction loan fund. In addition to $50 million made available from the coal development trust fund beginning in 1979 and $150 million made available from the strategic investment and improvements fund in 2013, the amendment provides $300 million is transferred from the strategic investment and improvements fund for a total of $500 million available for school construction loans. Section 3 provides for the transfer of $300 million from the strategic investment and improvements fund to the school construction loan fund. In addition, Section 19 provides the additional funding is available only to those school districts that demonstrate an increase in their average daily membership during each of the preceding three school years.	This section is removed
CPR grants		Adds a section to provide for the distribution of CPR grants for training in middle schools. (Holmberg)
North Dakota motor pool		Adds a section to amend North Dakota Century Code to allow the North Dakota Museum of Art to use motor pool vehicles (Holmberg)

SB 2013
2-23-15
#2

North Dakota Vision Services - School for the Blind - Budget No. 253
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation				Senate Version				Senate Changes to Executive Recommendation			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2015-17 Biennium Base Level	30.00	$4,501,586	$743,427	$5,245,013	30.00	$4,501,586	$743,427	$5,245,013	0.00	$0	$0	$0
2015-17 Ongoing Funding Changes												
Base payroll changes		$233,186	($200,739)	$32,447		$233,186	($200,739)	$32,447				$0
Salary increase - Performance		96,308	14,733	111,041		68,192	14,829	83,021		(28,116)	96	(28,020)
Salary increase - Market equity		46,126	12,115	58,241				0		(46,126)	(12,115)	(58,241)
Retirement contribution increase		19,354	2,961	22,315				0		(19,354)	(2,961)	(22,315)
Health insurance increase		119,837	18,333	138,170		119,837	18,333	138,170				0
Salary increase - Targeted equity		215,939		215,939				0		(215,939)		(215,939)
Increases funding for extraordinary repairs		14,097	(7)	14,090		14,097	(7)	14,090				0
Increases funding for operating expenses		107,200		107,200		107,200		107,200				0
Increases funding for position reclassification		49,960		49,960		49,960		49,960				0
Adds funding for annual one-day low-vision clinic in public schools		5,000		5,000		5,000		5,000				0
Total ongoing funding changes	0.00	$907,007	($152,604)	$754,403	0.00	$597,472	($167,584)	$429,888	0.00	($309,535)	($14,980)	($324,515)
One-time funding items												
Add funding for a server and access points			$16,000	$16,000			$16,000	$16,000			$0	$0
Adds funding for special assessment payoff			19,000	19,000			19,000	19,000			0	0
Adds funding for building improvements		1,000,000	590,000	1,590,000				0		(1,000,000)	(590,000)	(1,590,000)
Adds funding for equipment less than $5,000			21,000	21,000			21,000	21,000			0	0
Total one-time funding changes	0.00	$1,000,000	$646,000	$1,646,000	0.00	$0	$56,000	$56,000	0.00	($1,000,000)	($590,000)	($1,590,000)
Total Changes to Base Level Funding	0.00	$1,907,007	$493,396	$2,400,403	0.00	$597,472	($111,584)	$485,888	0.00	($1,309,535)	($604,980)	($1,914,515)
2015-17 Total Funding	30.00	$6,408,593	$1,236,823	$7,645,416	30.00	$5,099,058	$631,843	$5,730,901	0.00	($1,309,535)	($604,980)	($1,914,515)

Other Sections in Senate Bill No. 2013

	Executive Budget Recommendation	Senate Version
Subscription and Braille fees	Section 14 provides that money collected for subscription fees or Braille fees must be deposited in the North Dakota Vision Services - School for the Blind operating fund and is subject to appropriation by the Legislative Assembly.	Section 14 provides that money collected for subscription fees or Braille fees must be deposited in the North Dakota Vision Services - School for the Blind operating fund and is subject to appropriation by the Legislative Assembly.

SB 2013
2-23-15
#3

School for the Deaf - Budget No. 252
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation				Senate Version				Senate Changes to Executive Recommendation			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2015-17 Biennium Base Level	44.61	$7,799,379	$1,568,928	$9,368,307	44.61	$7,799,379	$1,568,928	$9,368,307	0.00	$0	$0	$0
2015-17 Ongoing Funding Changes												
Base payroll changes		$269,690	($91,285)	$178,405		$269,690	($91,285)	$178,405				$0
Salary increase - Performance		192,479	7,691	200,170		141,193	8,438	149,631		(51,286)	747	(50,539)
Salary increase - Market equity		80,273	3,871	84,144				0		(80,273)	(3,871)	(84,144)
Retirement contribution increase		33,470	1,337	34,807				0		(33,470)	(1,337)	(34,807)
Health insurance increase		220,052	8,793	228,845		220,052	8,793	228,845				0
Salary increase - Targeted equity		285,458		285,458				0		(285,458)		(285,458)
Increases funding for extraordinary repairs		65,912		65,912		65,912		65,912				0
Increases funding for equipment over $5,000			52,500	52,500			52,500	52,500				0
Removes IT equipment over $5,000			(43,000)	(43,000)			(43,000)	(43,000)				0
Operating expense changes		50,306	89,196	139,502		50,306	89,196	139,502				0
Adds 1 FTE adult services position	1.00	129,600		129,600	1.00	129,600		129,600				0
Increases funding from the general fund for operating expenses		500,000	(500,000)	0		500,000	(500,000)	0				0
Total ongoing funding changes	1.00	$1,827,240	($470,897)	$1,356,343	1.00	$1,376,753	($475,358)	$901,395	0.00	($450,487)	($4,461)	($454,948)
One-time funding items												
Adds funding for boiler replacement and Smith Building projects			$600,000	$600,000			$600,000	$600,000			$0	$0
Adds funding for Smith Building renovations (Phase 1 of 3)		1,050,000	600,000	1,650,000				0		(1,050,000)	(600,000)	(1,650,000)
Total one-time funding changes	0.00	$1,050,000	$1,200,000	$2,250,000	0.00	$0	$600,000	$600,000	0.00	($1,050,000)	($600,000)	($1,650,000)
Total Changes to Base Level Funding	1.00	$2,877,240	$729,103	$3,606,343	1.00	$1,376,753	$124,642	$1,501,395	0.00	($1,500,487)	($604,461)	($2,104,948)
2015-17 Total Funding	45.61	$10,676,619	$2,298,031	$12,974,650	45.61	$9,176,132	$1,693,570	$10,869,702	0.00	($1,500,487)	($604,461)	($2,104,948)

Other Sections in Senate Bill No. 2013

	Executive Budget Recommendation	Senate Version
Higher education interpreter grant program	Section 15 provides that $200,000 from the general fund included in the grants line item of the School for the Deaf is for the continuation of the grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired for the 2015-17 biennium. Funding appropriated for this program is not subject to North Dakota Century Code Section 54-44.1-11. In addition, the section requires the School for the Deaf develop a formula for distribution of the funds based on a uniform hourly reimbursement and may not distribute more than 50 percent of the amount appropriated during the first year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf is to provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.	Section 15 provides that $200,000 from the general fund included in the grants line item of the School for the Deaf is for the continuation of the grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired for the 2015-17 biennium. Funding appropriated for this program is not subject to North Dakota Century Code Section 54-44.1-11. In addition, the section requires the School for the Deaf develop a formula for distribution of the funds based on a uniform hourly reimbursement and may not distribute more than 50 percent of the amount appropriated during the first year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf is to provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.

SB2013
2-23-15
4

State Library - Budget No. 250
Senate Bill No. 2013
Base Level Funding Changes

	Executive Budget Recommendation				Senate Version				Senate Changes to Executive Recommendation			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2015-17 Biennium Base Level	29.75	$5,875,988	$2,394,145	$8,270,133	29.75	$5,875,988	$2,394,145	$8,270,133	0.00	$0	$0	$0
2015-17 Ongoing Funding Changes												
Base payroll changes		$56,853	$23,076	$79,929		$56,853	$23,076	$79,929				$0
Salary increase - Performance		169,729	16,073	185,802		128,060	10,835	138,895		(41,669)	(5,238)	(46,907)
Salary increase - Market equity		58,750	6,025	64,775				0		(58,750)	(6,025)	(64,775)
Retirement contribution increase		17,435	1,651	19,086				0		(17,435)	(1,651)	(19,086)
Health insurance increase		118,331	11,205	129,536		118,331	11,205	129,536				0
Salary increase - Targeted equity		181,121		181,121				0		(181,121)		(181,121)
Increases funding for state aid to libraries		366,500		366,500		366,500		366,500				0
Total ongoing funding changes	0.00	$968,719	$58,030	$1,026,749	0.00	$669,744	$45,116	$714,860	0.00	($298,975)	($12,914)	($311,889)
One-time funding items												
Adds funding for library repair grants		$250,000		$250,000		$250,000		$250,000		$0		$0
Total one-time funding changes	0.00	$250,000	$0	$250,000	0.00	$250,000	$0	$250,000	0.00	$0	$0	$0
Total Changes to Base Level Funding	0.00	$1,218,719	$58,030	$1,276,749	0.00	$919,744	$45,116	$964,860	0.00	($298,975)	($12,914)	($311,889)
2015-17 Total Funding	29.75	$7,094,707	$2,452,175	$9,546,882	29.75	$6,795,732	$2,439,261	$9,234,993	0.00	($298,975)	($12,914)	($311,889)

Other Sections in Senate Bill No. 2013

	Executive Budget Recommendation	Senate Version
State aid to public libraries	Section 12 provides that of the $2,133,000 provided for aid to public libraries, no more than one-half is to be spent during the first year of the biennium.	Section 12 provides that of the $2,133,000 provided for aid to public libraries, no more than one-half is to be spent during the first year of the biennium.
State Library operating fund	Section 20 establishes a State Library fund. Funds received for book replacement, cataloging services, and other miscellaneous library services are to be deposited in the fund and may be spent pursuant to legislative appropriation.	Section 20 establishes a State Library fund. Funds received for book replacement, cataloging services, and other miscellaneous library services are to be deposited in the fund and may be spent pursuant to legislative appropriation.

Attachment #1
3/10/15 AM
SB 2013

TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS COMMITTEE
March 10, 2015
By: Kirsten Baesler, State Superintendent
701-328-4570
Department of Public Instruction

Chairman Monson and Members of the Committee:

I am Kirsten Baesler, State Superintendent of the Department of Public Instruction. I am here to offer information and testify in support of the Department of Public Instruction's requested optional requests.

The Superintendent of Public Instruction by the Constitution of North Dakota and the North Dakota Legislative Assembly is required to enforce all state statutes and federal regulations pertaining to the establishment and maintenance of public schools and related programs.

The Superintendent of Public Instruction is also responsible for the supervision of the operation of the North Dakota School for the Blind and Vision Services in Grand Forks, the North Dakota School for the Deaf and Resource Center for the Deaf and Hard of Hearing in Devils Lake, and the North Dakota State Library.

You will hear from Superintendent Olson, Superintendent Hovendick, and State Librarian Soucie later today.

Our Agency's mission states: "DPI will partner with schools and communities to provide a statewide system of excellent service and support to ensure a healthy school environment that fosters student success."

The strategic plan for the Department of Public Instruction outlines initiatives that focus on student achievement, community involvement, operational excellence and support.

Six priorities have recently been established to provide us with a roadmap to success:

- Provide superior customer service and support.
- Attract and retain quality staff.
- Support school climate and academics.
- Provide effective communication.
- Provide high-quality professional development and technical assistance.
- Engage in collaborative data-driven decision making.

Today I would like to highlight just some of the department's major accomplishments of the past biennium to achieve those priorities for success. They include:

- Began implementation of AdvancEd as the state's single accreditation system for all public schools

- For the first time in our state's history all schools are adopting uniform principal and teacher evaluation models approved by DPI
- Cooperated in expansion of the North Dakota Science, Technology, Engineering and Math (STEM) Network
- Began revision of North Dakota's Physical Education Standards
- Partnered with NDREA to produce professional development materials for local education leaders
- Created an intranet and began publication of quarterly newsletter to improve communication among both internal and external customers.

One of the priorities established in our roadmap to achieve success is not included in my list of biennium accomplishments – "Attract and retain quality staff." While we have many valuable and highly qualified staff that remain loyal to DPI the North Dakota Department of Public Instruction has not been able to attract, recruit or retain quality individuals for some key positions. The Department of Public Instruction faces many challenges as we improve our system of education so it will prepare our young people for their future in college or careers. We have plans to meet those challenges but in order to put those plans into action, effective, high quality leaders must be employed within our Department. Mrs. Gullickson in her testimony will provide details of the numerous obstacles we have faced this past biennium as we tried to meet this priority goal. As State Superintendent I am here

to tell you that is our biggest priority today. All other goals for our Department and our state's students hinge on this ability to recruit and retain quality employees who are able to provide superior customer service, support our schools' climate and academic efforts, provide effective communication, high-quality professional development and technical assistance, and engage in collaborative data-driven decision making.

That is why our optional request for General Fund Salary Dollars for equity increases is priority one.

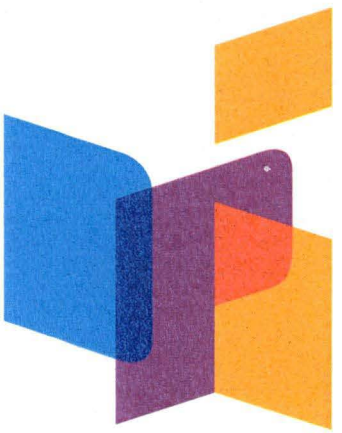
Mr. Chairman, this concludes my introductory remarks. I will now introduce Stephanie Gullickson, Director of DPI's Fiscal Unit to provide testimony on the Department of Public Instruction's administrative funding requests. Also, there are several staff members from the Department with me today to answer any specific questions you may have.

Attachment #2a
SB 2013
3/10/15 Am

North Dakota Department of Public Instruction

Kirsten Baesler
State Superintendent

Testimony to the House Appropriations Committee



March 2015

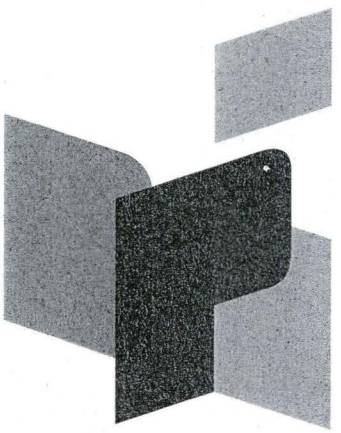
600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
http://www.dpi.state.nd.us

Attachment #2
SB 2013
3/10/15 Am

North Dakota Department of Public Instruction

Kirsten Baesler
State Superintendent

Testimony to the House Appropriations Committee



March 2015

600 E Boulevard Avenue, Dept. 201
Bismarck, ND 58505-0440
http://www.dpi.state.nd.us

#2
SB 2013
3/10/15 am

Testimony on SB 2013 – House Appropriations

March 10th, 2015

ND Department of Public Instruction

Kirsten Baesler, State Superintendent

Agenda

Opening Remarks – State Superintendent Kirsten Baesler

Administrative Funding – Stephanie Gullickson

Optional Packages – Superintendent Baesler & Stephanie Gullickson

Optional Package Item	Resource Person Available
DPI General Fund Salary	Addy Schmaltz
General Fund Salary	Addy Schmaltz
Safe & Healthy Administrative Costs	Valerie Fischer
MIS (STARS Maintenance, Website)	Steve Snow
Statewide Accreditation System	Dr. Sherry Houdek
Principal & Teacher Evaluation System	Dr. Sherry Houdek
Adult Education Grants	Valerie Fischer

Vision Services – Paul Olson, Superintendent
Tami Purcell, Business Manager

School for the Deaf – Connie Hovendick, Superintendent
Michael Loff, Business Manager

State Library – Mary Soucie, State Librarian
Cynthia Clairmont-Schmidt, Assistant State Librarian

State Flow-Thu Grants

#2
SB 2013
3/10/15 AM

ND Department of Public Instruction

March 10th, 2015

Agenda - Page 2

State Flow-Thru Grants	Contact Person
ESPB – National Board Certification	Janet Welk
ESPB Teacher Support Program	Laurie Stenehjem
Gearing Up for Kindergarten	Deb Gebeke
Global Bridges	Jon Martinson
North Central Council of School Televisions	John Gast
ND Governor's School	Jeff Boyer
ND LEAD Center	Jim Stenehjem
ND Museum of Art	Laurel Reuter
ND Teacher Center Network	Jennifer Carlson
Northern Plains Writing Project	Ron Fischer
Pathfinders Parent Project	Cathy Haarstad
Red River Writing Project	Kelly Sassi
We the People Program	Donna Pearson
Young Entrepreneur Program	Barry Striegel

H2
SB 2013
3/10/15 AM

Department of Public Instruction

Kirsten Baesler, State Superintendent

Table of Contents

NDDPI Budget Tab

- Funding Analysis ..... Page 1
- How the Funding is Spent Chart ..... Page 3
- Initiative Pool Expenditure Report ..... Page 4
- Initiative Pool Accomplishments Narrative ..... Page 5
- Organizational Chart ..... Page 13
- Federal Grant Funding ..... Page 14
- Optional Request Summary ..... Page 16
- Optional Request Narratives ..... Page 17

Flow Thu Grant Tab

- Flow Thru Grant Optional Request Summary ..... Page 28
- Flow Thru Grant Optional Narratives ..... Page 29
- Flow Thru Grant Required Annual Reporting ..... Page 40

School Finance Tab

- ND K-12 District Statistics ..... Page 44
- ND Population Historical Overview ..... Page 46
- County Population Estimates ..... Page 47
- ND School District Enrollment ..... Page 51
- ND Teacher Salary Information ..... Page 52
- School Finance Facts at a Glance ..... Page 57
- ND K-12 Funding Formula ..... Page 58

School for the Deaf Tab

State Library Tab

ND Vision Services Tab

Department of Public Instruction (201)
2015-2017 Biennial Budget Request / Funding Analysis

SB2013
3/10/2015 AM

		1 2013-2015 Appropriation	2 2013-2015 Estimated Expenditures	3 2013-2015 Expenditures to Appropriation Comparison	4 2015-2017 NDDPI Budget Request	5 2015-2017 Executive Budget Recommendation		6 2015-2017 Senate Version
	Administration:							
1	Salaries & Wages	$ 15,941,753.00	$ 15,941,753.00	$ -	$ 17,500,321.00	$ 19,149,759.00		$ 18,356,066.00
2	Accrued Leave Payments	$ 322,068.00	$ 322,068.00	$ -	$ -	$ -		$ -
3	Operating Expenses	$ 29,430,802.00	$ 29,430,802.00	$ -	$ 30,548,192.00	$ 30,798,192.00		$ 30,828,192.00
4	**Total**	**$ 45,694,623.00**	**$ 45,694,623.00**	$ -	**$ 48,048,513.00**	**$ 49,947,951.00**		**$ 49,184,258.00**
				$ -				
				$ -				
5	**Integrated Formula Payment**	$ 1,752,508,150.00	$ 1,715,608,150.00	$ 36,900,000.00	$ 1,900,000,000.00	$ 1,900,000,000.00		$ 2,030,800,000.00
6	Funding: General	$ 1,612,182,150.00	$ 1,575,282,150.00	$ 36,900,000.00	$ 1,680,866,000.00	$ 1,680,866,000.00		$ 1,811,666,000.00
7	Special	$ 140,326,000.00	$ 140,326,000.00	$ -	$ 219,134,000.00	$ 219,134,000.00		$ 219,134,000.00
8	Total	**$ 1,752,508,150.00**	**$ 1,752,508,150.00**	**$ 36,900,000.00**	**$ 1,900,000,000.00**	**$ 1,900,000,000.00**		**$ 2,030,800,000.00**
9	**Special Education Contracts**	$ 16,500,000.00	$ 16,500,000.00	$ -	$ 17,300,000.00	$ 17,300,000.00		$ 17,300,000.00
								$ -
10	**Transportation Grants**	$ 53,500,000.00	$ 53,500,000.00	$ -	$ 60,000,000.00	$ 60,000,000.00		$ 60,000,000.00
	Rapid Enrollment Grants							
11	**HB1261**	$ 13,600,000.00	$ 9,938,954.00	$ 3,661,046.00	$ 14,800,000.00	$ 14,800,000.00	/1	$ 14,800,000.00
12	**Powerschool**	**$ -**	$ -	$ -	$ 6,000,000.00	$ 6,000,000.00	/2	$ 6,000,000.00
13	**Grants - Other Grants**							
14	Continuing Ed Grants for Pre-School	$ 150,000.00	$ 150,000.00	$ -	$ 150,000.00	$ 150,000.00		$ 150,000.00
15	Grants for Pre-Kindergarten Space	$ 125,000.00	$ 125,000.00	$ -	$ 125,000.00	$ 125,000.00		$ 125,000.00
16	Continuing Ed Grants for Counselor	$ 150,000.00	$ 150,000.00	$ -	$ 150,000.00	$ 150,000.00		$ 150,000.00
17	Curriculum Alignment Grants	$ 100,000.00	$ 100,000.00	$ -	$ 100,000.00	$ 100,000.00		$ 100,000.00
18	Displaced Homemaker Program	$ 225,000.00	$ 225,000.00	$ -	$ 225,000.00	$ 225,000.00		$ 225,000.00
19	Governor's School	$ 460,000.00	$ 460,000.00	$ -	$ 460,000.00	$ 460,000.00		$ 460,000.00
20	LEAD Consortium	$ 260,000.00	$ 260,000.00	$ -	$ 267,500.00	$ 267,500.00		$ 267,500.00
21	Teacher Center Network	$ 360,000.00	$ 360,000.00	$ -	$ 540,000.00	$ 414,000.00		$ 414,000.00
22	Adult Education Matching Funds	$ 3,110,411.00	$ 3,110,411.00	$ -	$ 4,968,411.00	$ 3,734,411.00		$ 4,110,411.00
23	School Lunch Matching Funds	$ 1,380,000.00	$ 1,380,000.00	$ -	$ 1,380,000.00	$ 1,380,000.00		$ 1,380,000.00
24	Free Breakfast/Lunch for Reduced Eligible	$ -	$ -	$ -	$ -	$ -		$ 1,072,000.00
25	North Dakota Museum of Art	$ 415,000.00	$ 415,000.00	$ -	$ 435,000.00	$ 435,000.00	/1	$ 435,000.00
26	Northern Plains Writing Project	$ 83,000.00	$ 83,000.00	$ -	$ 107,000.00	$ 93,000.00		$ 93,000.00

Department of Public Instruction (201)
2015-2017 Biennial Budget Request / Funding Analysis

		1	2	3	4	5		6
		2013-2015 Appropriation	2013-2015 Estimated Expenditures	2013-2015 Expenditures to Appropriation Comparison	2015-2017 NDDPI Budget Request	2015-2017 Executive Budget Recommendation		2015-2017 Senate Version
27	Red River Writing Project	$ 90,000.00	$ 90,000.00	$ -	$ 138,900.00	$ 100,000.00		$ 100,000.00
28	North Central Council for School Televisio	$ 535,000.00	$ 535,000.00	$ -	$ 535,000.00	$ 535,000.00		$ 535,000.00
29	Global Bridges	$ 150,000.00	$ 150,000.00	$ -	$ 150,000.00	$ 150,000.00		$ 250,000.00
30	We the People	$ 20,000.00	$ 20,000.00	$ -	$ 27,000.00	$ 25,000.00		$ 25,000.00
31	Young Entrepreneur Education Program	$ 120,000.00	$ 120,000.00	$ -	$ 200,000.00	$ 140,000.00		$ 140,000.00
32	Gearing Up for Kindergarten	$ 675,000.00	$ 675,000.00	$ -	$ 970,000.00	$ 675,000.00		$ 675,000.00
33	Pathfinders Parent Program	$ 131,106.00	$ 131,106.00	$ -	$ 150,106.00	$ 146,106.00		$ 146,106.00
34	Teacher Support System (ESPB)	$ 2,300,000.00	$ 2,300,000.00	$ -	$ 2,415,000.00	$ 3,000,000.00		$ 3,000,000.00
35	CPR Grants (One-Time) SB2238	$ 450,000.00	$ 50,000.00	$ 400,000.00	$ -	$ -	/3	$ 450,000.00
36	Governing ND Textbook (One-Time)	$ 20,000.00	$ 20,000.00	$ -	$ -	$ -	/3	$ -
37	English Language Learner Grants	$ -	$ -	$ -	$ -	$ -		$ 2,500,000.00
38	Federal Program Grants	$ 261,706,744.00	$ 261,706,744.00	$ -	$ 254,077,705.00	$ 254,077,705.00		$ 254,077,705.00
37	**Special Line Items**							
38	Funding Pool for Initiatives	$ 2,750,000.00	$ 2,750,000.00	$ -	$ -	$ -	/3	$ -
39	IT Staff Analysis (One-Time)	$ 100,000.00	$ 100,000.00	$ -	$ -	$ -	/3	$ -
40	Early Childhood Study (One-Time)	$ 200,000.00	$ 200,000.00	$ -	$ -	$ -	/3	$ -
41	School Safety Grants (One-Time) SB2267	$ 3,000,000.00	$ 2,500,000.00	$ 500,000.00	$ -	$ -	/3	$ -
42	Transportation Efficiency	$ 30,000.00	$ 30,000.00	$ -	$ 30,000.00	$ 30,000.00		$ 30,000.00
43	National Board Certification	$ 120,000.00	$ 120,000.00	$ -	$ 120,000.00	$ 120,000.00		$ 120,000.00
44	**Department Wide Funding Sources:**							
45	General Fund	$ 1,724,022,275	$ 1,682,561,229.00	$ 41,461,046.00	$ 1,805,906,721.00	$ 1,805,519,892.00		$ 1,940,434,113.00
46	Federal Funds	$ 295,297,569	$ 295,297,569.00	$ -	$ 287,437,741.00	$ 288,532,685.00		$ 288,152,771.00
47	Special Funds	$ 141,699,190	$ 141,699,190.00	$ -	$ 220,525,673.00	$ 220,528,096.00		$ 220,528,096.00
48	**Total Department Funding Source**	**$2,161,019,034**	$ 2,119,557,988.00	$ 41,461,046.00	$ 2,313,870,135.00	$ 2,314,580,673.00		$ 2,449,114,980.00

/1 One-time funded item in the Executive Budget

/2 The current weighting factor for PowerSchool is in the Integrated Formula Payment for 2013-2015. In the Executive Budget a new appropriation line was created with a direct payment to ITD

/3 One-time funded item in the 2013-2015 biennium budget

North Dakota Department of Public Instruction
How is the Money Spent?

Salaries
$16,598,481

Operating
$31,153,550

State Aid
$1,752,508,150

Spec Ed Contracts
$16,500,000

Transportation
$53,500,000

Grants to Schools
$290,017,105

Flow-Through Grants
$5,749,106

Total Budget: $2,166,026,392

DPI Initiative Pool
Expenditures to Date

HB 1013, Section 2 Appropriated a one-time funding item of the Initiative Pool in the amount of $2,750,000. It also required a report of the use of these one-time funds.

		HB 1013	Total Expenditures To Date
MIS			
STARS Maintenance		$ 719,000.00	$ 229,571.45
Website Development		$ 174,000.00	$ 26,103.75
Intranet			$ 158,956.25
Sharepoint			$ 53,444.75
Common Core State Standards		$ 500,000.00	$ 75,000.00
Principal/Teacher Evaluation System		$ 400,000.00	$ 109,538.14
Safe & Drug Free Salary/Operating		$ 209,261.00	$ 251,140.70
S & H PE Standards Revision			$ 59,504.13
Statewide Accreditation System		$ 606,250.00	$ 614,100.00
Business Manager Certificate Program		$ 150,000.00	$ 121,000.00
*** Total amount of request was greater than amount granted during legislative session*		$ 2,758,871.00	
Total		**$ 2,750,000.00**	**$ 1,698,359.17**
Percentage of Pool Expended		**61.8%**	

Expenses thru 2/28/2015

DPI Initiative Pool

Narrative Report on Expenditure of Funds

MIS Projects – expended to date $468,076.20

STARS Maintenance

The Department used these initiative pool funds for the ongoing maintenance of state data collection systems. The major work done this biennium have been improvements to system performance, additional auditor recommended checks, and automation of additional federal reports and changes to existing federal reporting requirements.

Website Development

The Department is contracting with Odney to rework the agency website, establish a new logo, and branding manual. A sub-site is also being established to act as a clearinghouse for curriculum. The curriculum will be written by North Dakota teachers, reviewed and approved by North Dakota teachers.

Intranet

The Department has established an intranet based on SharePoint 2013. The site is currently used as a central repository for announcements and agency news. We have converted the paper version of time tracking to an online system that is housed on the intranet. We have established numerous committee and project sites for a shared working environment for internal department staff.

FileNet

The Department is utilizing the newly established intranet as a documents repository. These funds were used to purchase equipment and contractor support in order to set up the transition of paper files from hard copy to soft copy. We are early on in the scanning process so we are unable to accurately predict how much physical space will be recovered.

Common Core State Standards – expended to date $ 75,000.

'Just in Time' Math Statewide Professional Development

The initiative pool funds provided the start-up funds for this statewide project that is ran through the REAs. Teachers are invited to participate in a two-year professional learning experience that will focus on teaching and learning the state standards for Mathematics. Each session incorporates grade specific mathematical content along with the mathematical practice standards through the lens of best teaching and learning strategies. The outcomes of the program include:

- Increase mathematical knowledge of content aligned to ND state standards for mathematics.
- Increase teacher knowledge and application of the eight mathematical practices.
- Incorporate best teaching and learning practices.
- Shift the focus to include deep understanding, applications, and tools.
- Increase teacher self-reflection through instructional coaching.
- Improve student learning and understanding of mathematics.

Math Training-Vertical Alignment

The Federal Title Programs office will be sponsoring a statewide math institute in the spring of 2015. This training will focus on the North Dakota Mathematics Standards based on the Common Core. The purpose of this event is to bring together high school math teachers alongside higher education math professionals to align instruction and training in the area of mathematics. The Federal Title Programs office has $30,000 of funds from the state pool that are earmarked for this standards training. We will be contracting with the North Dakota State University (NDSU) to sponsor the training.

Reading and Math Summer Institutes

Every summer, the Federal Title Programs office sponsors summer reading and math institutes to provide high quality professional development to North Dakota educators. Dr. Kevin Feldman will be presenting at the Reading Summer Institute on "Developing Language & Vocabulary through Student Engagement." There is $13,000 in pool money earmarked for this statewide professional development opportunity aligned to the Common Core State Standards for this Reading Summer Institute.

Dr. Arthur Benjamin will be presenting on "Mental Math" at the Math Summer Institute in June 2015. There is $12,000 in pool money earmarked for this statewide professional development aligned to the Common Core State Standards.

REA Professional Development

In the 2013-2014 school year, all eight REAs received professional development grants. This was a collaborative initiative between the Standards Unit, the Federal Title Programs office, and the Teacher and School Effectiveness unit. Four of the REAs used their funding for professional development on the state standards for English Language Arts and Math and were granted initiative pool funds. One REA used their funding for professional development on the teacher/principal evaluation system and was granted initiative pool funds. The other three REAs used their grant funds for professional development in other areas and were paid with a different funding source.

Principal/Teacher Evaluation System – expended to date $ 109,538.14

August 2013, the Principal and Teacher Evaluation Statewide System (PTESS) committee was convened to develop the Principal and Teacher Evaluation System Support. The PTESS committee was comprised of six school administrators, six teachers, two legislators, two university faculty, six internal DPI staff, and seven external technical assistance providers. The committee, based on current research, Interstate School Leaders Licensure Consortium (ISLLC) and best practices, designed North Dakota's plans for developing and implementing statewide teacher and principal evaluation systems, with an initial emphasis placed on the principal evaluation. The PTESS committee developed the ND Principal Evaluation Guidelines, template, and recommendations for the State Superintendent. They completed their work in April 2014. The committee submitted their work to Superintendent Baesler for her approval. In November 2014, five aligned Principal Evaluation models were announced to ND schools for their review and selection. At this time, all North Dakota districts have selected a Principal Evaluation model, reported it to the state and will begin implementation in February 2015.

In January 2015, the request for Information (RFI) will request Teacher Evaluation Models. The state will again announce the aligned and reviewed Teacher Evaluation models in March, with school districts selecting their Teacher Evaluation model by June 2015, and full implementation in the 2015-16 academic year anticipated. The Teacher and School Effectiveness Unit is in the process of conducting REA trainings regarding monitoring and data collection; development and implementation; and resources for professional development regarding the districts' Principal evaluations. These trainings will also be conducted on the Teacher Evaluation in the fall 2015.

A new goal with the use of future PTESS funding will be the development of a task force to review leadership development of school administrators. Our purpose would be to focus on leadership education and development by convening stakeholders representation to review the current state of leadership development in the state; identifying programs, policies, practices, and assessments regarding educational leadership; collaboratively develop through a 'think tank process' – what leadership development, programs, credentialing, and assessment initiatives, and create a forum/conduit for continuous professional development, feedback, and review of emerging leaders.

ND LEAD Center Grant

The focus of the ND LEAD grant will be to assist and consult with the leadership team task force and further development, training, and implementation of the ND PTESS Guidelines. Collaborate with DPI on various goals, including an assessment of the PTESS system. Prepare materials and conduct presentations describing the PTESS evaluation guidelines and templates as needed. Develop resources related to the North Dakota PTESS Evaluation Guidelines and Template including: monitoring available for data; 360 Surveys based on the template that can be utilized for feedback from stakeholders; develop website resources; develop communication plans to support schools, and involve stakeholders in the development process of creating resources

UND SPRING PK-20 2014 SYMPOSIUM "Professional Capital"

The Educational Leadership Department, led by Drs. Pauline Stonehouse & Sherry Houdek, led and hosted its first symposium. A total of 148 educators participated in the Professional Capital symposium at the Alerus Center in Grand Forks, North Dakota on April 24th and 25th 2014. Sixty of the attendees were included as session leaders and presenters, panel members, moderators, and organizers – a group representing UND Departments of Educational Leadership (EDL), Educational and Foundations Research (EFR), Teaching and Learning (T & L), UND School of Medicine & Health Sciences, NDDPI, ND Leaders of Educational Administration (NDLEAD), NDREA, Association Council of Educational Leaders (ACEL), NDCEL, and 15 ND school districts. The event drew a diverse audience from 37 ND school districts of varying size and location while 16 administrators traveled across the Canadian border from Red River Valley School Division in Morris, Manitoba.

Internationally renowned change leaders and authors of *Professional Capital: Transformation of Teaching in Every School*, Dr. Michael Fullan and Dr. Andrew Hargreaves, started the two-day event with sessions on *Drivers for Change* and *Professional Capital*. Discussion panel members chosen to represent the full diversity of leadership in ND were joined by UK guests Mr. Danny Moloney and Mr. Alastaire McKenzie. International principal, Dr. Steve Jordahl, contributed a unique perspective on change from Beijing via Skype. Both keynote sessions were praised by participants in an anonymous evaluation survey which is available through Dr. Stonehouse, UND EDL Associate Professor.

UND EFR Principalship Study

Initiative Pool funding was used to conduct a two-phase principalship study led by UND Education, Foundations and Research (EFR) Department within the College of Education. Five UND faculty from three departments, led by Dr. Cheryl Hunter, one graduate student, and the TSE Director collaborated on the design of the study and data collection. The intent of the study was to develop a comprehensive understanding of the rural principalship in North Dakota, informed by the personal experiences of a group of rural principals serving small schools ranging in size from zero to 200 students, as well as larger schools with over 200 students. The data supports recognition that a significant difference exists between principals' roles, power, and constraints in schools with 200 or less students, defined as low-density schools, and schools with greater than 200 students, which we define as high-density schools. The study represents an emergent theory of the rural principalship that indicates key differences between schools with 200 or less students and those with more than 200 students, which has unique ramifications for North Dakota rural schools. In the first phase, data were collected through an open-ended survey sent to a sample of 250 North Dakota principals randomly selected to from a pool of 430 North Dakota principals. Additional data was collected from focus groups conducted with principals at a leadership conference. Respondents were asked questions about their responsibilities, time management, challenges, training, and professional development. Through their responses, the research team explored the similarities and differences between principals at rural and non-rural schools in North Dakota.

Results

Principals have complex and multifaceted roles and responsibilities as educational leaders. However, the data from this study demonstrated significant difference based upon school size, the multiplicity of roles and responsibilities within their positions, distribution of administrative power, and the nature of time constraints. The data supports recognition that a significant difference exists between principals' roles, power, and constraints in schools with 200 or less students, defined as low-density schools, and schools with greater than 200 students, which we define as high-density schools. Regardless of school size, instructional leadership was consistently identified as the most important component of the principal's responsibility, however, participants reported the majority of their time was spent with student discipline or student management. The implications for different training/preparation needs, different professional development needs, different core responsibilities, and unique challenges are further discussed in the Phase I report that should be available in January/February 2015.

REA Professional Development Grants

The Department of Public Instruction is providing $15,000 grants for REAs professional development for Principal and Teacher evaluation. The grants focus on identified needs of the REA's regarding development and implementation of principal and teacher evaluation systems.

Safe & Healthy Salary and Operating Costs – expended to date $ 310,644.83

The Safe & Healthy School Unit has used the initiative pool funds for salary and operating costs for the unit. With these funds, the unit has been able to:

- Maintain collaboration with existing partners to advance safe and healthy initiatives at state and school district level. (e.g., REAs, Mental Health and Substance Abuse Planning Committee, State Epidemiological Outcomes Workgroup (SEOW), Extended Partners Workgroup (PEP-W with Dept of Health), Suicide Prevention Workgroup, ND MILE, AdvancED, Healthy North Dakota, Injury Prevention, ND Association of Physical & Health Education, Recreation and Dance (NDAPHERD), Safe Routes to Schools, Dept of Homeland Security, School Health Interagency Workgroup, Dept of Health Chronic Disease Planning Committee, Keep North Dakota Clean, Reducing Pharmaceutical Narcotics, Governor's Prevention Advisory Committee (PAC).
- Implement, monitor and evaluate Centers for Disease Control and Prevention grant (DHDOSH - *Diabetes, Heart Disease, Obesity and Associated Risk Factors and Promote School Health).*
- Maintain infrastructure within the Safe & Healthy Schools unit, assuring staff has the knowledge and training necessary to provide quality technical assistance and professional development on priority risk behaviors.
- Provide technical assistance, resources and professional development to LEA's and partners on topics to include drugs, alcohol, weapons, tobacco, violence, crisis management, general health issues, immunizations, bullying, school climate/culture, mental/emotional health, truancy, suspension and expulsion.

Mental Health Initiative

- Infrastructure review and changes to the existing insurance program (Blue Cross/Blue Shield, Medicaid and CHPS);
- Evaluation of the pre-service requirements for teacher education programs and recertification;
- ESPB credentialing process;
- Amend SB 2306
- Agency partnerships to create greater awareness and lessen the stigma of mental health.
- Provide trainer cadre for Youth Mental Health First Aid & train school staff and develop elementary portion with TNI/Sanford.

Physical Education Standards

- Contract with McREL to facilitated Physical Education (PE) Standards revisions;
- PE Standards Committee formed and contracts issued. Committee meetings held June 30-July 1, August 13, September 8, and December 1.
- Evaluated current PE Standards and National PE Standards, made revisions;
- PE Standards Draft and the Preliminary Draft Evaluation Survey posted for public comment;
- Reviewed public comments and made final changes; the updated standards will be submitted to Superintendent Baesler for approval;
- Dissemination and training plan in place for 2015.

Statewide Accreditation System – expended to date $ 614,100.00

Year	**2013-14**	**2014-2015**
Annual Fees	$275,000	$315,000
ND Reports	$ 50,000	$ 50,000
Total	$325,000	$365,000

Annual Fees

AdvancED completed a total of 27 school on site external reviews, and 7 district system wide reviews for the biennium. Other schools received support for preparation and management for school visits via individual school visits, individual phone calls with district administrators, webinars, coordination and development of school teams – including administrators, lead teachers, lead evaluators, and AdvancED personnel.

Throughout the biennium school districts also received support in the development of their school improvement plans for accreditation. The support for school also covers the web-based reporting tool (ASSIST) for all schools in the state along with the technical and IT support for the use of that system. It would also include the use of the survey tools, standards and other

diagnostic tools to be used for accreditation and other system of state-wide accreditation reporting and state annual assurances.

Reporting

ASSIST is the tool AdvancED provides to facilitate data gathering and report generating. Schools use the ASSIST Platform to conduct an Internal Review of their school and develop a comprehensive continuous school improvement plan. The External Review process of accreditation provides a peer review of the schools improvement plan with recommendation including improvement priorities. Improvement priorities are monitored through an Accreditation Progress Report, completed by all schools and systems within two years of the External Review.

Support was provided by AdvancED with preparation of various reports based on the accreditation data, and used for additional statewide customized reports such as the North Dakota State Assurances, additional reports include the Principal Teacher Evaluation Systems report; and alignment of the use of ASSIST tools to fulfill state reporting for Program Improvement, Schoolwide Title I requirements, and in the future Special Education reports.

Other reporting generates the listing of school visits including dates, times, locations, and visitation team. The reporting provides DPI with information identifying where schools are at in the accreditation process, and the needs of those districts. AdvancED completes needs assessments of districts, and evaluations of trainings, etc. for other information. AdvancED continues to work with DPI to meet the needs of the department and schools with various report and diagnostics tools.

Training

Training was conducted via two DPI fall conferences (2013, 2014); nine regional workshops; three additional conference presentations and partnerships; REA visitations and DPI internal trainings as requested. Training also occurred for school personnel and lead evaluators and External Review team members for visits and support for schools hosting visits.

Business Manager Certification Program – expended to date $ 121,000.00

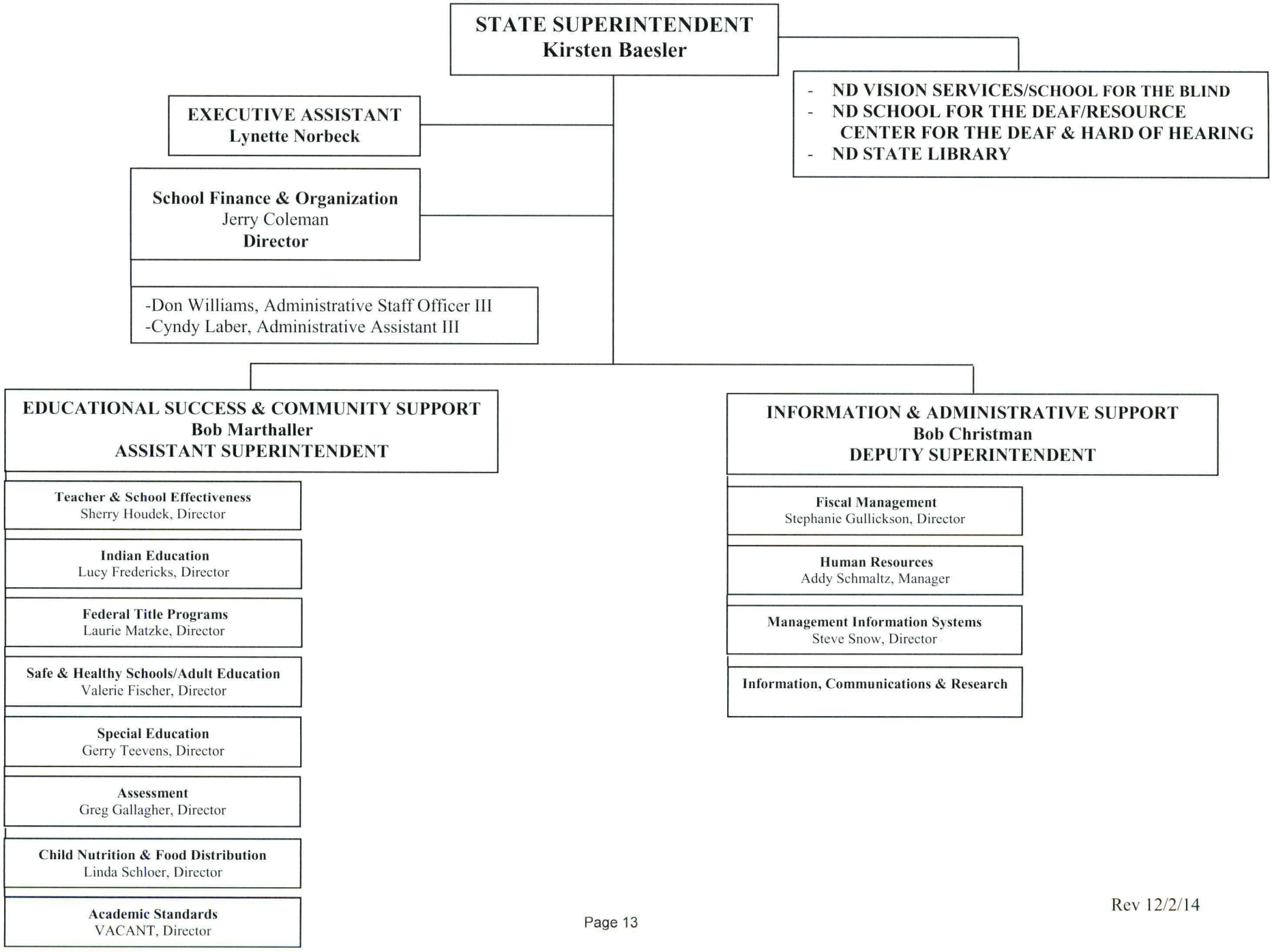
The ND School Boards Association administers in partnership with the ND Association of School Business Managers the certification program. Instructors are selected by the Curriculum Committee and are practitioners and/or experts in the fields of school business management, legal services, school administration, financial management, and other fields. There are currently 52 students enrolled in courses. Of these students, 22 are scheduled to complete the certification program this spring.

Program Facts:

- Forty students are admitted into the program each year.

- Classes are offered in Bismarck and online. Most classes are offered in conjunction with NDSBA events to minimize travel time and expense.
- The program can be completed in as little as two years.
- Students are required to take 51 hours of course work and attend 9 hours of NDSBA and/or NDASMB events.
- The cost of tuition is $75.00 per hour. The initiative pool funds subsidize approximately one-third of tuition for students.

NORTH DAKOTA DEPARTMENT OF PUBLIC INSTRUCTION
ORGANIZATIONAL CHART – DECEMBER 2014



Rev 12/2/14

ND Department of Public Instruction
Federal Funds Summary

Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	State Discretionary Funds	Total Grant Award
	Fiscal Year 2014-2015				
10.555	Child Nutrition Programs Block Consolidated Programs (Includes School Lunch, School Breakfast, Afterschool Snacks, Child Care Center Food Reimbursement & Summer Food Service Program) *	$ 209,772.00	$ 36,048,245.00	$ -	$ 36,258,017.00
10.558	Child and Adult Care Food Program Cash in Lieu	$ -	$ 325,000.00	$ -	$ 325,000.00
10.558	Child and Adult Care Food Program Sponsor Administrative Funds	$ -	$ 1,250,000.00	$ -	$ 1,250,000.00
10.560	State Administrative Expenses for Nutrition Programs	$ 775,000.00	$ -	$ -	$ 775,000.00
10.565	Commodity Supplemental Food Program	$ 111,500.00	$ 50,000.00	$ -	$ 161,500.00
10.567	Food Distribution Program on Indian Reservations	$ 349,000.00	$ 775,000.00	$ -	$ 1,124,000.00
10.568	The Emergency Food Assistance Program	$ 90,000.00	$ 10,000.00	$ -	$ 100,000.00
10.582	Fresh Fruits & Vegetables	$ 72,000.00	$ 1,866,287.00	$ -	$ 1,938,287.00
10.574	Team Nutrition	$ 135,912.00	$ 121,500.00		$ 257,412.00
10.579	Direct Certification	$ 75,050.00	$ -		$ 75,050.00
84.002	Adult Education	$ 120,000.00	$ 840,422.00		$ 960,422.00
84.010	Title I, Part A Improving Education for the Disadvantaged	$ 466,338.00	$ 32,821,776.00	$ -	$ 33,288,114.00
84.011	Migrant Programs	$ 117,000.00	$ 233,977.00		$ 350,977.00
84.013	Neglected/Delinquent	$ -	$ 103,591.00	$ -	$ 103,591.00
84.326	Deaf-Blind Grant		$ 65,000.00		$ 65,000.00
84.027	IDEA-B (Special Education)	$ 1,011,779.00	$ 25,328,744.00	$ 1,650,000.00	$ 27,990,523.00
84.173	Preschool (IDEA)	$ 41,281.00	$ 684,696.00		$ 725,977.00
84.196	Homeless Children	$ 65,000.00	$ 98,605.00		$ 163,605.00
84.287	21st Century Community Learning Centers	$ 112,638.26	$ 5,350,317.35	$ 168,957.39	$ 5,631,913.00
84.323	State Personnel Development Grant	$ 120,100.00	$ 442,503.00		$ 562,603.00
84.358	Rural, Low Income Schools	$ 2,410.00	$ 45,791.00	$ -	$ 48,201.00
84.365	Title III, English Language Learners	$ 175,000.00	$ 471,156.00	$ -	$ 646,156.00
84.366	Title IIB, Math & Science Partnerships	$ 37,342.00	$ 707,600.00	$ -	$ 744,942.00
84.367	Title IIA, Teacher Quality	$ 91,296.00	$ 10,222,028.00	$ 269,001.00	$ 10,582,325.00
84.367	TIIA, Higher Education Partnership	$ 17,391.00			$ 17,391.00
84.369	State Assessments	$ 3,438,975.00	$ -	$ -	$ 3,438,975.00
93.576	Refugee Children School Impact Grant*	$ 16,000.00	$ 134,000.00	$ -	$ 150,000.00
93.938	Coordinated School Health	$ 65,000.00	$ -	$ -	$ 65,000.00
84.372	Statewide Longitudinal Data System	$ -	$ -	$ 1,389,468.00	$ 1,389,468.00
	Total				$ 129,189,449.00

**** Estimated Award***

ND Department of Public Instruction
Federal Funds Summary

Catalog #	Grant Name	Administrative Funds	Grant Funds to School Districts	State Discretionary Funds	Total Grant Award
	Fiscal Year 2013-2014				
10.555	Child Nutrition Programs Block Consolidated Programs (Includes School Lunch, School Breakfast, Afterschool Snacks, Child Care Center Food Reimbursement & Summer Food Service Program)	$ 190,808.00	$ 32,789,434.00		$ 32,980,242.00
10.558	Child and Adult Care Food Program Cash in Lieu	$ -	$ 310,000.00		$ 310,000.00
10.558	Child and Adult Care Food Program Sponsor Administrative Funds		$ 1,200,000.00		$ 1,200,000.00
10.560	State Administrative Expenses for Nutrition Programs	$ 987,233.00	$ -	$ -	$ 987,233.00
10.565	Commodity Supplemental Food Program	$ 102,986.00	$ 47,052.00		$ 150,038.00
10.567	Food Distribution Program on Indian Reservations	$ 359,499.00	$ 769,918.00		$ 1,129,417.00
10.568	The Emergency Food Assistance Program	$ 91,234.00	$ 10,000.00		$ 101,234.00
10.582	Fresh Fruits & Vegetables	$ 69,106.00	$ 1,805,675.00		$ 1,874,781.00
10.574	Team Nutrition	$ 133,728.00	$ 30,954.00		$ 164,682.00
10.579	Direct Certification	$ 75,050.00	$ -		$ 75,050.00
84.002	Adult Education	$ 92,000.00	$ 882,175.00	$ -	$ 974,175.00
84.010	Title I, Part A Improving Education for the Disadvantaged	$ 491,239.00	$ 33,066,866.00	$ -	$ 33,558,105.00
84.011	Migrant Programs	$ 117,006.00	$ 232,704.00	$ -	$ 349,710.00
84.013	Neglected/Delinquent	$ -	$ 99,004.00	$ -	$ 99,004.00
84.326	Deaf-Blind Grant		$ 65,000.00		$ 65,000.00
84.027	IDEA-B (Special Education)	$ 1,002,122.00	$ 23,744,699.00	$ 1,650,000.00	$ 26,396,821.00
84.173	Preschool (IDEA)	$ 41,281.00	$ 684,694.00		$ 725,975.00
84.196	Homeless Children	$ 63,214.00	$ 91,214.00	$ -	$ 154,428.00
84.287	21st Century Community Learning Centers	$ 114,285.00	$ 5,428,503.00	$ 171,429.00	$ 5,714,217.00
84.323	State Personnel Development Grant	$ 120,100.00	$ 442,503.00		$ 562,603.00
84.358	Rural, Low Income Schools	$ 1,654.00	$ 31,417.00	$ -	$ 33,071.00
84.365	Title III, English Language Learners	$ 150,000.00	$ 350,946.00	$ -	$ 500,946.00
84.366	Title IIB, Math & Science Partnerships	$ 35,298.00	$ 670,666.00	$ -	$ 705,964.00
84.367	Title IIA, Teacher Quality	$ 91,301.00	$ 10,222,541.00	$ 269,014.00	$ 10,582,856.00
84.367	TIIA, Higher Education Partnerships	$ 12,417.59			$ 12,417.59
84.369	State Assessments	$ 3,400,252.00	$ -	$ -	$ 3,400,252.00
93.576	Refugee Children School Impact Grant	$ -	$ 70,337.00	$ -	$ 70,337.00
93.938	Coordinated School Health	$ 65,000.00	$ -	$ -	$ 65,000.00
84.372	SLDS	$ -	$ -	$ 1,550,930.00	$ 1,550,930.00
	Total				$ 124,494,488.59

Department of Public Instruction
2015-2017 Optional Budget Requests

1	2	3		4	5	6	7
Priority	Optional Package Description	2013-15 Appropriation (base budget)		2015-17 Requested Increase	Total Requested Budget	Executive Recommended Increase	Senate Version
1	DPI General Fund Salary	$ 5,367,792.00		$ 293,308.00	$ 5,661,100.00	$ 332,932.00	$ 100,000.00
2	General Fund Salary	$ -		$ 294,228.00	$ 294,228.00	$ 277,351.00	$ 277,351.00
3	Safe & Healthy Unit Administrative Costs	$ 209,261.00	*	$ 597,675.00	$ 597,675.00	$ 597,675.00	$ 597,674.00
4	MIS - STARS Maintenance, Website, Intranet	$ 719,000.00	*	$ 160,000.00	$ 160,000.00	$ 160,000.00	$ 160,000.00
5	Statewide Accreditation System	$ 606,250.00	*	$ 799,750.00	$ 799,750.00	$ 799,750.00	$ 799,750.00
6	Principal & Teacher Evaluation System	$ 400,000.00	*	$ 300,000.00	$ 300,000.00	$ 300,000.00	$ 300,000.00
7	Adult Education Grant Funds	$ 3,110,411.00		$ 1,858,000.00	$ 4,968,411.00	$ 624,000.00	$ 1,000,000.00
	Total	$ 10,412,714.00		$ 4,302,961.00	$ 12,781,164.00	$ 3,091,708.00	$ 3,234,775.00

** The 2013-2015 Appropriation was funded from the One-Time DPI Initiative Pool*

DPI 2015-2017 Biennial Budget Optional Requests

1. General Fund Salary Equity Increases

Hiring staff for our director and assistant director positions continues to be our most difficult area of recruitment, especially positions that require a master's degree in education and three to five years of administrative experience. Because we are an education agency, we compete with the same pool of candidates as do school districts. Our salaries are not competitive with the regional market for educators. Our salaries fall below the average state compensation ratio. In comparing DPI's compensation ratio to other employees in state government with comparable years of experience, our salaries continue to fall an average of seven percent below other state employees in similar grades and positions.

To date this biennium we have had twenty-one positions vacated. Six staff members left due to retirement, seven employees found higher paying positions in other state agencies or the private sector, five left for personal reasons and three individuals were promoted internally. We have experienced a continuous round of recruitment and training, both of which can be costly in areas of time and money and at the expense of efficiency. We have had difficulty in filling some positions which require specific skills:

- Superintendent of the ND School for the Deaf/Resource Center for the Deaf and Hard of Hearing in Devils Lake – Low salary has prevented us from hiring qualified skilled applicants. The position was posted in May, 2013 and advertised nationally. The position was offered to a ND principal but he declined as it paid $1,000 a month less than he was currently making. Another applicant declined an offer of employment as the salary was non-competitive. We advertised a fourth time and received one qualified applicant but we felt the applicant was not a good fit for the position. We filled the position with a part time employee effective August 12, 2014.
- ND State Librarian – We received five qualified applicants for this position. Three of the applicants withdrew because we could not meet their salary expectations. We were able to finally fill the position with a qualified individual.
- Assistant Director of Bilingual & Ell Programs – Our employee who resigned from this position accepted another position with the local REA office making more money working three days a week than she was making full time working for DPI. We did offer the position to a qualified applicant but she declined because she was making more working nine months versus the twelve months required for the position. Another applicant interviewed stated North Dakota is paying on average $20,000 to $30,000 lower than similar positions in other states. DPI did some internal reorganization and the position was offered to a current employee.

- Our agency has had four Special Education Coordinator's positions open this biennium. One out of town applicant was offered a position and she had accepted but later declined as she felt she could not afford to live in Bismarck on the salary offered by DPI. The second position was opened in September, 2013. An offer of employment was made to a teacher from Grand Forks but she declined as she did not feel the salary was sufficient to support her in Bismarck. This position was reopened again and an offer of employment was made but the individual could not begin as she was under a teacher contract until the end of May, 2014. The third position was opened in July and filled in December.
- Director of Teacher & School Effectiveness – We had several applicants apply for the position but declined an interview as the salary offered was not competitive. We were able to fill the position in September with a qualified individual.

The Department of Public Instruction (DPI) is reorganizing to make more efficient use of its employees' skills. Some of the staff's assigned jobs have been changed or abolished over time. The Academic Standards unit provides needed support to North Dakota's 180 public school districts, as well as its private schools. The unit will be led by a director and assistant director.

Just after the start of the current biennium, DPI promoted Ryan Townsend to the position of Director of Academic Standards. The purpose of this position is to assist local school districts in the areas of math, science, language arts and fine arts and assist local schools with implementation of the North Dakota state standards.

Ryan Townsend had been part of DPI's Teacher and School Effectiveness staff before he was promoted. Before he began work at DPI, Ryan was a teacher, principal and superintendent in North Dakota schools. He was the only person in the Academic Standards unit until the hiring of Peg Wagner, a retired elementary principal, who became the unit's professional development director and assistant director. In July 2014, after one year as director of the Academic Standards unit, Ryan was hired as the curriculum director for Bismarck's public schools, at a considerably higher salary.

Our plan is to hire a qualified education leader as the new Academic Standards director. One problem we have is that the job pays much less than comparable positions in North Dakota school districts. When we advertised the job in the summer of 2014, we had only two candidates apply, and that was after advertising the position on two separate occasions. We chose not to fill the position at this time. For now, the professional development director will be part of the Teacher and School Effectiveness unit until we can hire an Academic Standards director. We have an FTE for this position. We need additional funds to be competitive.

Director of Academic Standards

All of the positions listed require a Master's Degree in Education and three to five years of related experience. On average, we are able to offer a starting salary of approximately four percent below average of what major school districts are offering in North Dakota. Because of compression, equity and lack of budget dollars, we offer salaries starting at the minimum of the grade which makes recruitment and retention of good qualified staff difficult if not impossible.

We need to be able to provide valuable, long term employees by providing incentives to remain and assist us in succession planning. They are individuals that legislators, schools and other education constituents rely on for their knowledge and training.

Director of Information, Communications and Research.

This is a new position that would be created by reassigning existing jobs. It would not increase the department's number of employees. It would bring together staffers who work in public information, website management, and research into one unit that would gather and prepare statistics on the progress of schools and students. The FTEs for this unit would come from the department's current Management Information System (MIS) staff. This would help the department present the information it gathers into reports that would be more usable to the Legislature, governor, school districts, parents, businesses, the public and other government entities. It is a recommendation of the state's 2020 and Beyond plan to create a reporting system such as this.

DPI's ability in the past to disseminate public information has been limited. It would be helpful to have a unit capable of translating the reams of complex material that we gather to make it understandable to a general audience, which would include parents, business people, policy makers and anyone else who is interested in the world of education.

This new emphasis would provide better service for parents, teachers, school administrators, policy makers, business people, and other constituents. It would help to sharpen the collection, summary and delivery of information in a way that is more valuable to legislators and other stakeholders. The duties of Information, Communications and Research staff would be reviewed and adjusted to encourage ways to more broadly share information that the department collects.

Assistant Director of School Finance

The School Finance Unit is currently understaffed in the area of the Foundation Aid Program. Jerry Coleman, Director of School Finance, is the only person in the agency who holds the knowledge and expertise to manage the Foundation Aid system. His job expectations go beyond one FTE as he spends many hours working evenings and weekends. A succession plan is needed in the event Mr. Coleman were to retire or leave our agency. The ideal plan would be to have someone "job shadow" Mr. Coleman to train for the Director's position. We would need someone who would meet the minimum qualifications at an assistant director's level, with a minimum of a bachelor's degree with a major in accounting and at least four years of professional accounting experience. The

FTE for this position currently exists within the agency. An additional $38,937 in state general funds is need to support this position.

These are a few reasons that we are requesting $293,308 in general fund monies. Federal dollars are available to fund equity adjustments for federal supported employees.

The Department hereby requests an additional $ 293,308.00 in General Fund Salaries.

2. General Fund Salary – Academic Standards Unit

Academic Standards, Content Specialist, Math.
A content standards specialist for math is a vital part of the Academic Standards unit. This person would research the latest math standards that have been proven successful in school districts throughout the state, or in other states, that could be put to use to improve math achievement in North Dakota's schools. The math content specialist would coordinate math professional development to schools, which they would have the option of including in their districts. This would include working with Regional Education Associations, district administrators and math instructors to draft an education plan that would help students know and understand math concepts from early grades through high school making them better prepared for careers.

Academic Standards, Content Specialist, Science.
The content specialist for science would work with Regional Education Associations, district administrators, science teachers and the Regional STEM center at Valley City State University, to identify science elements that would improve classroom instruction and achievement. Working together the group would research the very latest science trends and blend its findings with basic science to augment the classes that are currently available. In an increasingly sophisticated and technological world, it is important for North Dakota schools to provide a first-class understanding of science for our students.

The FTEs for these positions currently exist within the agency. An additional $294,228 in state general funds is needed to support these two positions.

The Department hereby requests an additional $ 294,228.00 in General Fund Salaries.

3. Safe & Healthy Unit Administrative Expenses

In the 2007 legislative session, the Department was appropriated $23,112/biennium to offset 20% of one (1) FTE for addressing the 11 health related requirements in the NDCC and assuring compliance.

Since that time, the Department's Safe & Healthy Schools unit has responded to the demands of LEAs in addressing the ever increasing risk behaviors of students and schools. Specifically, the Department's Safe & Healthy Schools unit has responsibilities for resources, technical assistance, professional development and guidance as it relates to the issues of: *alcohol and drugs; tobacco; violence and weapons; suspension/expulsion and truancy; drop-out prevention; bullying and discipline; general student health issues; physical activity; crisis management; school climate; school safety; health education; the Youth Risk Behavior Survey (YRBS); and HIV/AIDS prevention education.* In 2007, there were 11 related references in NDCC; prior to the 2015 legislative session, there are 38 references. Additionally, the Safe & Healthy Schools unit is called upon daily by schools for assistance in general health related issues/concerns of students.

	NDCC	Referencing
1	15.1-19-02	Corporal punishment - Prohibition - Consistent policies
2	15.1-19-03.1	Recitation of prayer - Period of silence - Pledge of allegiance
3	15.1-19-04	Religious instruction - Excuse of student
4	15.1-19-05	Birth control device - Distribution – Restriction
5	15.1-19-06	Abortion referrals
6	15.1-19-07	Communicable parasites - Detection and eradication
7	15.1-19-09	Students - Suspension and expulsion – Rules
8	15.1-19-10	Possession of a weapon - Policy - Expulsion from school
9	15.1-19-13	Alcohol or controlled substance - Use or possession by student - Notification of principal – Exception
10	15.1-19-14	School law enforcement unit
11	15.1-19-16	Asthma - Anaphylaxis - Self-administration of medication by student - Liability
12	15.1-19-17 thru 15.1-19-22	Bullying
13	15.1-19-23	Medication program - Establishment - Opt-out - Liability - Immunity from liability
14	15.1-19-24	Youth suicide prevention – Training
15	15.1-20-01 thru 15.1-20-02	Compulsory attendance
16	15.1-20-02.1	Attendance - Determination - Policies
17	15.1-20-03 thru 15.1-20-03.2	Compulsory attendance law - Enforcement – Penalty

18	15.1-24-01 thru 15.1-24-06	Chemical abuse prevention program – Rules
19	15.1-06-09	Inspection of public schools - Submission of inspection report - Correction of deficiencies
20	15.1-06-10	Inspection of nonpublic schools - Submission of inspection report - Correction of deficiencies
21	15.1-06-11	Exit doors - Free of obstructions
22	15.1-06-12	Emergency and disaster drills - Implementation
23	15.1-06-13	Schools - Compliance with health, safety, and sanitation requirements
24	15.1-06-16	Disturbance of a public school – Penalty
25	15.1-31-08	Open enrollment - Transfer of students - Responsibility of district of residence
26	15.1-02-18	Statewide longitudinal data system committee - Membership - Powers and duties - Report to interim committee - Continuing appropriation
27	15.1-02-19	Health insurance programs - Joint enrollment program
28	15.1-21-01	Elementary and middle schools - Required instruction
29	15.1-21-02	High schools - Required units
30	15.1-21-02.2	High school graduation - Minimum requirements
31	15.1-21-24	Health curriculum – Content
32	15.1-18-10	Specialty areas - Teacher qualification
33	23-07-01	State department of health - Collection of public health information
34	23-07-02	Who to report reportable diseases
35	23-07-16	Child having contagious or infectious disease prohibited from attending school - Exception
36	23-07-16.1	School district to adopt policy relating to significant contagious diseases
37	23-07-17.1	Inoculation required before admission to school
38	12.1-20-25	Sexual offender presence near schools prohibited.

Other NDCC references used with schools

12.1-27.1	Obscenity Control
12.1-27.2	Sexual Performance by children
12.1-04	Juveniles - Intoxication
12.1-20	Sex Offenses
15.1-13-24	Complaints against teachers or administrators
14-09	Parent and Child (school custody investigations)

Other legislative responsibilities assigned to Safe & Healthy Schools

SB 2163 AED's – maintenance, training and coordination
HB 1135 Dental care mobile services
SB 2238 CPR program for schools
SB 2267 Safety grants

During the 2013-2015 biennium, the Safe & Healthy Unit's administrative expenses were funded from the Department's Initiative Pool funds. Since these general funds were a one-time appropriation, the unit does not have general funds in the Department's base budget. To sustain the Safe & Healthy School unit for the upcoming biennium, the budget request is as follows:

Salaries	$244,659	$255,375
Operating	$ 38,150.	$ 29,490.
Statewide PD	$ 15,000	$ 15,000
Total	**$297,809**	**$299,865**

The Department hereby requests an additional $ 597,674.00 in General Funds for Safe & Healthy Schools Unit Administrative Costs.

4. Management Information Systems Updates

STARS is the primary educational data collection system used by the state. This educational data is used by DPI, ESPB, and CTE to monitor and administer state and federally mandated programs, including the payment system for distributing state aid to schools totaling $1.2 billion over the 2013-2015 biennium and pass-through state and federal grants. The state also maintains a web-based teacher licensure and approval system. All data systems require ongoing maintenance including updates to funding formulas, regular data cleansing and corrections, modifications to increase performance and additional requests from stakeholders for reports and data. STARS is also the primary source for collecting federal EDFacts reporting data. This federally reported data is used to calculate much of the federal education funding received by the state. There is also a need to make enhancements to STARS in order to collect data from non-PowerSchool data sources and supply to the SLDS. These data sources include the non-public student information systems and the data from public districts not contained in PowerSchool. Based on the previous biennium, we estimate this will total **$112K**.

DPI redesigned the agency website and developed an intranet in the 2013-2015 biennium. DPI would like to take advantage of the new infrastructure and make further enhancements. DPI units manage several newsletters and mailings; we would like to automate this service by allowing customers to subscribe to relevant news. DPI would also like to automate more of the external forms by adding them to the website and internal forms by adding them to the existing intranet. We estimate this will total **$48K**

The Department hereby requests an additional $ 160,000.00 in General Funds for Management Information Systems Updates.

5. Statewide Accreditation System

The Statewide Accreditation System was funded in the current 2013-2015 biennium from the DPI Initiative Pool. Since this is one-time funding, to continue to support the statewide accreditation system the following costs are requested.

Estimated Cost Detail:

Year	2015-2016	2016-2017
Annual Fees	$309,375	$309,375
Visit Support	$37,500	$37,500
ND Reports	$50,000	$50,000
Total	$396,375	$396,375

Annual Fee per Public School

375 Public Schools @ $825 per school $ 309,375

This is based on the current number of public schools in the state and a per school rate that would not exceed $825 per school. There are some North Dakota Schools that have voluntarily engaged in the Systems Accreditation process. Their per school fee is currently $750 per school. At the present time, that would account for about 120 of the schools, which would reduce this number by about $9000.

The per school rate would cover the web-based reporting tool for all schools in the state along with the technical and IT support for the use of that system. It would also include the use of the survey tools, standards and other diagnostic tools to be used for accreditation and other system of state-wide accreditation reporting and state annual assurances. Management of the external review visits would also be included in the per school fee.

There would not be a need for additional staff at NDDPI and current staff assigned to monitor statewide accreditation processes would be able to assume other duties with one person as the liaison with the statewide accreditation process regarding the implementation.

ASSIST Reporting $ 56,000

Annual Fee: ASSIST reporting fees would cover the reporting costs for additional statewide reporting for customized North Dakota State Assurances and PTESS reported annually by all schools; and alignment of the use of ASSIST tools to fulfill state reporting for Program Improvement and Schoolwide Title I requirements.

Training and Support for External Visits

75 Schools per Year @ $500 $ 37,500

Approximately one-fifth of the schools would host an external visit each year. The approximate costs for the training of the lead evaluators for those visits and support for those schools hosting visits would be about $500 per visit. This would support the lead

evaluator's work with the school prior to the visit, leading of the team and the finalized visitation report.

The Department hereby requests an additional $ 799,750.00 in General Funds for the Statewide Accreditation System.

6. Principal and Teacher Evaluation System Support

As the Principal and Teacher Evaluation system moves forward, the Department requests the investment of additional funding to provide sustained support for statewide training and implementation activities to advance new principal and teacher evaluation programs for all districts. The Department would issue grants with appropriate external associations (i.e. NDLEAD Center and Regional Education Associations) to conduct training and implementation activities with the guidance and assistance of the Department. These funds will provide the ability to create an ongoing and sustainable support framework to ensure continued deployment of approved principal and teacher evaluations for all districts. It will also support professional development opportunities for educators in the execution of the new systems. The proposed budgetary elements to support this work are as follows:

PK-12 School Leadership Task Force	$ 10,000.00
Continued work of the Principal/Teacher Evaluation Committee (PTESS)	$10,000.00
Additional unit travel expenses	$ 5,000.00
Management & Consulting Services	$ 25,000.00
Grants for External Training & Support	$ 130,000.00
REA Professional Development Grants	$ 120,000.00
Total amount requested for 15-17	**$300,000.00**

Breakdown of Expenditures:
PK-12 School Leadership Task Force
This section will cover administrative costs associated with the development of a task force to review leadership development of school administrators. Our purpose would be to focus on leadership education and development by convening stakeholders representation to review the current state of leadership development in the state; identifying programs, policies, practices, and assessments regarding leadership collaboratively develop through a 'think tank process' – what leadership development, programs, credentialing and assessment could be regarding ND school leadership, and create a forum/conduit for continuous development, feedback, and review of emerging leaders.

PTESS (Principal and Teacher Evaluation Statewide System)
This section will cover administrative costs associated with ongoing professional development for the PTESS system across the state. Costs include employee travel, materials, and general logistics.

NDLEAD Center Grant
This will provide continued financial support to NDLEAD for continued technical assistance with training and resources to support the TSE staff with the professional development of the PTESS statewide system and the leadership task force. The amount will cover staff time, travel, and materials related to expenses from the center and/or director.

Grants for External Training and Support
The TSE Unit plans to assist educational organizations with supportive partnerships for various aspects: including but not limited to initiatives for leadership professional development, research, symposiums, or opportunities to collaborate with schools, universities, and various educational organizations.

REA Professional Development Grants
The TSE Unit plans to issue grants with REA's to assist in defraying costs of conducting training and implementation activities of the PTESS. The funds will assist in building statewide capacity to support the new evaluation systems in all public schools. With TSE guidance, REA's will be essential for supporting the PTESS in schools.

The Department hereby requests an additional $ 300,000.00 in General Funds for Principal and Teacher Evaluation System.

7. Adult Education Grant Funds

The Adult Education and Family Literacy Unit promotes and supports free programs that help adults over the age of 16 obtain basic academic and educational skills to be productive workers, family members, and citizens. Adult education classes provide a second opportunity for adult learners committed to improving their academic and career skills.

The North Dakota Department of Public Instruction receives federal funds ($900,422/year) under the Workforce Investment Act Title II and state funds ($1,600,000/year; NDCC 15.1-26) to support the operations and programs of seventeen (17) Adult Learning Centers (and 13 local satellite programs) located across the state.

Adult Education programs serve adults who are at least 16 years of age; are not enrolled or required to be enrolled in a secondary school under State Law; and who lack sufficient mastery of basic educational skills; do not have a secondary school diploma or its recognized equivalent; or cannot speak, read, or write the English language.

Services available in each Adult Learning Center include: reading/writing, science, social studies, math, computer literacy and other basic academic skills, English Language acquisition for adults who are unable to read, speak or write English, workplace and career planning and readiness, and GED test preparation.

In 2013, North Dakota Adult Learning Centers served over 3500 students including 1500 who received a GED and over 500 New Americans. The return on investment in 2013 was estimated at over $24 million.

Additional funds (granted to Adult Learning Centers) will allow them to address:

- Student waiting lists for instruction;
- ESL student increase (average of 300 each year are relocated to ND; due to lack of formal education and language acquisition, typical ESL students require 1.75 times as long as non-ESL students to make gains);
- 2014 WIA reauthorization requirements; expansion of college and career readiness standards into instruction;
- Growing need for additional satellite sites in rural areas; and,
- ALC infrastructure costs (salary, benefits, technology and distance education).

The Governor's Workforce Development Council has unanimously supported the Adult Education program and included the request for additional funds as one of their nine (9) recommendations to the Governor's Office.

The Department hereby requests an additional $ 1,858,000.00 in General Funds for Grants to Adult Education Learning Centers.

Department of Public Instruction
Flow-Thru State Grants Optional Budget Requests 2015-2017

1	2	3	4	5	6	7	8
NUMBER	PASS-THROUGH GRANTS DESCRIPTION	2013-15 Appropriation (base budget)	2015-17 Requested Increase	Total Requested Budget	Executive Recommendation Increase	Total Executive Recommendation	Senate Version
8	ESPB - National Board Certification	$ 120,000	$ -	$ 120,000		$ 120,000	$ -
9	ESPB - Teacher Support Program	$ 2,300,000	$ 2,105,000	$ 4,405,000	$ 700,000	$ 3,000,000 /1	$ 700,000
10	Gearing Up for Kindergarten	$ 675,000	$ 295,000	$ 970,000	$ -	$ 675,000	$ -
11	Global Bridges	$ 150,000	$ -	$ 150,000	$ -	$ 150,000	$ 100,000
12	North Central Council of School Television	$ 535,000	$ -	$ 535,000		$ 535,000	$ -
13	North Dakota Governor's School	$ 460,000	$ -	$ 460,000		$ 460,000	$ -
14	North Dakota LEAD Center	$ 260,000	$ 7,500	$ 267,500	$ 7,500	$ 267,500	$ 7,500
15	North Dakota Museum of Art	$ 415,000	$ 20,000	$ 435,000	$ 20,000	$ 435,000 /2	$ 20,000
16	North Dakota Teacher Center Network	$ 360,000	$ 180,000	$ 540,000	$ 54,000	$ 414,000	$ 54,000
17	Northern Plains Writing Project	$ 83,000	$ 24,000	$ 107,000	$ 10,000	$ 93,000	$ 10,000
18	Pathfinders Parent Project	$ 131,106	$ 123,658	$ 254,764	$ 15,000	$ 146,106 /3	$ 15,000
19	Red River Writing Project	$ 90,000	$ 48,900	$ 138,900	$ 10,000	$ 100,000	$ 10,000
20	We the People Program	$ 20,000	$ 7,000	$ 27,000	$ 5,000	$ 25,000	$ 5,000
21	Young Entrepreneur Education Program	$ 120,000	$ 80,000	$ 200,000	$ 20,000	$ 140,000	$ 20,000
	TOTAL GENERAL FUNDS	**$ 5,719,106**	**$ 2,891,058**	**$ 8,610,164**	**$ 841,500**	**$ 6,560,606**	**$ 941,500**

/1 This additional increase was requested through OMB after the DPI budget was already submitted.

/2 This increase was funded in the Executive Budget as a one-time item.

/3 This additional increase was requested during Senate Appropriations testimony.

Flow-thru Grants

8. Education Standards & Practices Board – National Board Certification

North Dakota Century Code 15.1-18.1-02 (1) (c) (1) provides authority for ESPB to approve no more than seventeen national board applications per year. The State share of this fee is $1250 with the federal government match those dollars for a total cost of $2500. If 17 applications were received at $1250 each, this assessment would cost $21,250 dollars or a total of $42,500 for the biennium. The federal match has dried up, we will be asking the 65rd Legislative Assembly for the $42,500 but would fund the entire assessment fee for 17 applicants for the entire biennium.

Under NDCC 15.1-18.1-02 (2), ESPB is authorized to pay for no more than three "recertification scholarships for national board certification." Each of these scholarships for recertification cost $1150 or a total of $3450 each year or a total of $6,900 for the biennium.

Under NDCC 15.1-18.1-02 (5) (a), the Board is authorized to pay $1000 to each individual teacher employed during the school year as a full-time classroom teacher. This number varies a bit each year as teachers move in and out of the classroom and the state. We have approximately 30 teachers that are nationally certified. This will cost the State approximately $30,000 each year or a total of $60,000 for the biennium. Our total request for National Board certification, recertification, and stipends is $120,000.

The Education Standards & Practices Board will continue with the current budget of $120,000 and is not seeking an increase.

9. Education Standards & Practices Board – Teacher Support Program

Maintenance Budget

Because our mentoring program has seen an increase of 100% in participation since the previous biennium (from 175 in 2011-12 to 350 first-year teachers this year) the initial funding, based on 250 participants, is no longer adequate. The maintenance budget would also continue the foundational Coaches Academy and some advanced support for Instructional Coaches that we have been providing.

We respectfully request an increase of $550,000 for a total maintenance request of $2,850,000 for the 2015-2017 biennium. (This replaces the request submitted within the DPI budget).

Optional Increased Support

As requested, we are providing proposals for some additional programs that would meet needs in the state. These are not in priority order.

1. Instructional Coach Support

   There is much that can be done to develop and support the work of Instructional Coaches in the state.

   - We would like to provide some training for principals and coaches together to clarify the roles coaches will play in the individual school. This could be done in regional areas of the state.
   - We would like to provide ongoing advanced training for coaches beyond the foundational Coaches Academy. Examples of this training might be Crucial Accountability training, advanced training provided by Learning Forward (on topics as leading professional learning communities, coaching classroom management, characteristics of effective coaching programs, coaching for equity) and Cognitive Coaching.
   - We would like to continue to expand involvement of coaches in a yearly event open to all coaches where they can network, connect and learn new skills. We presently do this through the Learning Forward North Dakota Annual Conference and would like to increase participation of coaches in the event.
   - We would like to explore how we might collaborate with other potential Teacher Leader development in the state such as NDSU's teacher leader courses and/or Learning Forward's Executive Leadership Program.

   The proposed cost of this proposal would be $400,000.

2. Induction Program Development

   With so many new teachers in the state, districts have a need for Induction Programs to support all of their new teachers, not just those who are new to the profession. Induction involves more than just mentoring. We would gather representatives from districts together to study research on induction, share the status of what is happening presently and work to develop Induction Program Standards or guidelines to help districts initiate or improve their local programs. We would also explore how we might work with REAs and/or tie this in with AdvancED standards. This would also include expansion of our Beginning Teacher Network grants that we presently award to REAs and/or districts.

   The proposed cost of the proposal would be $275,000.

3. Principal/Superintendent Mentor Program for new administrators

   This is a need we often hear from administrators. We believe the appropriate group to lead this effort would be the North Dakota LEAD Center rather than the Teacher Support System.

   They have a plan they would happily share with you with a proposed cost of $500,000.

4. In order to facilitate these programs there would be a need for increased staffing in the Teacher Support System. If all program were to be put into place, we believe we would

need 1.5 additional FTE with associated costs for space, equipment and travel.The proposed cost of the additional staffing would be $380,000, dependent on the acceptance of all of the proposals above.

The total cost of all the optional proposals above would be $2,105,000.

The total cost of the Maintenance Budget plus the options would be $4,405,000 with $500,000 of it going to the ND LEAD Center.

The Education Standards & Practices Board hereby requests an additional $ 2,105,000 in General Funds with $500,000 going to ND LEAD.

10. Gearing Up for Kindergarten

Gearing Up for Kindergarten is a parent involvement and school readiness program, with seven years of North Dakota research supporting its development. The research documents multiple positive impacts of this school readiness program for parents, students and schools/teachers. Reports can be reviewed at www.gearingupnd.org.

National research on school readiness and kindergarten entry indicates that teachers estimate 32 percent of children have some level of difficulty upon entering kindergarten and another 16 percent have greater issues impacting learning when entering kindergarten (combined total of 48 percent having concerns). There is no other school readiness program in ND that targets all interested 4 year-olds and their parents.

High quality early education programs are shown to produce more successful students, to ease the transition between home and school, and to increase social and academic abilities of children. The most critical period to prepare children for school success is between the ages of 0 and 5, or prior to their entry into kindergarten. Parents and schools working together can help to reduce the "readiness gap" that troubles many children who enter kindergarten.

A total of $625,000 was appropriated during the 2011 legislative session to initiate the Gearing Up for Kindergarten program in North Dakota. That amount increased to $675,000 during the 2013 legislative session, with the intent to expand to new sites. The NDSU Extension Service has worked in partnership with DPI to expand the program across the state; currently the demand for the program throughout the state exceeds funds available to provide the program. *An increase of $260,000 for school reimbursements and $35,000 for administering the program is requested from the 2015 legislative session to meet the demand for the program in the next biennium (total increase of $295,000).*

A partnership between the North Dakota Department of Public Instruction and the NDSU Extension Service made program implementation possible. During the 2013-2015 biennium a total of $675,000 was appropriated with $540,000 budgeted for direct reimbursements to schools offering the program and meeting criteria for implementation standards. The intent of the reimbursement is to support the budget necessary to reimburse teacher salaries. Additional costs

are covered by the school. The remaining $135,000 covers the salary costs of the program coordinator, part-time support staff, travel expenses, school training expenses and evaluation research and reporting.

Our budget request for the next biennium reflects the need to increase capacity to serve the increasing number of students/families and schools requesting the program, and also the increasing number of kindergarten students in the state. At the beginning of the last biennium, data indicated 7,200 public school kindergarten students registered compared to 8,822 registered in fall 2013.

If the average kindergarten population in North Dakota (public and private) is approximately 9,000 students, and a total of 1081 students were served in 2013-2014, then about 12% of all kindergarten students and their families participated for an average cost of $313 per family.

We anticipate that we will be able to fund 59 sessions for 2014-2015. At an average of 12 students per session, we will only be able to support 708 students/families, or 7.8% of the kindergarten population during the second year.

As the population increases, existing funds serve a smaller percentage of students. More funding is requested to serve more North Dakota students.

Gearing Up for Kindergarten hereby requests an additional $ 295,000.00 in General Funds.

11. Global Bridges

The ND School Boards Association requests that the funding for the Atlantik-Brucke stay at $150,000.00 so the study/tour of Germany may continue into the next biennium. The trip is organized by Atlantik-Brucke, a private non-partisan organization in Berlin that seeks to strengthen German/American relations. In June 2011, ten social studies teachers visited Frankfurt, Wiesbaden, St. Goar, Cologne, Dusseldorf, Potsdam, and Berlin. The group talked education, politics, history, nuclear energy, and economics with leaders in each field. Teachers return to their classrooms energized and excited to talk about the history and culture of Germany.

The Global Bridges Project will continue with the current budget of $150,000.00 and is not seeking an increase.

12. North Central Council of School Television

The North Central Council for School Television (NCCST) is a 54-year-old non-profit organization of North Dakota schools that put public broadcasting on the air to support and enhance school curriculum, from the beginning providing multimedia resources for classroom use and professional development in integrating those resources. Today, the NCCST contracts with Prairie Public to provide to provide a service unit to address unmet needs of its member schools and the families they serve:

- easily accessible, multimedia instructional resources available by broadcast and the Web
- professional development for teachers integrating multimedia resources
- cost effective programs that address literacy and school readiness deficiencies
- digital access to thousands of resources and lesson plans consistent with state education standards
- ndstudies.org, a multimedia website to support ND Studies and cross-curricular applications.

Through its partnership with Prairie Public, the NCCST is able to leverage the vast resources of both local and national public broadcasting, tap into public media grant opportunities, and establish relationships with other regional agencies to provide services advancing the engaging and enriching experiences motivating students to experience success. Going forward, the NCCST recognizes that to increase student achievement levels, effective teaching practices depend less on standardized textbooks and more on multimedia resources and learning modules to supplement local curriculum.

To cost-effectively use the limited but valuable resources available to North Dakota teachers, continue these services, provide for the future, but still be cognizant of the legislature's need to contain costs, the NCCST will continue with the current budget of $535,000 and is not seeking an increase. The budget continues support for obtaining engaging student learning activities, providing downloadable instructional video, accessing a wealth of other teacher and family resources, providing support for early childhood readiness trainings and initiatives, preK-12 professional development, and continued investment in the ndstudies.org multi-media website. As schools invest in more interactive technologies, projection systems, tablets, and other new technologies, and as more preK-12 educators look online for their teaching and learning opportunities, this service will provide the additional relevant resources and services easily accessible and readily available to all those involved in educating the youth of North Dakota both for success in school and in life.

The North Central Council of School Television will continue with the current budget of $535,000.00 and is not seeking an increase.

13. North Dakota Governor's School

North Dakota Governor's School (NDGS) is a six-week academic residential program for scholastically motivated North Dakota high school students who have completed their sophomore or junior years. During the program, NDGS scholars participate in one discipline, such as Laboratory Science, Mathematics, Information Technology, English Studies, Engineering, Architecture, and Visual or Performing Arts. NDGS offers high quality, concentrated instruction and guidance from knowledgeable and experienced NDSU faculty and staff through classroom experiences, discussion groups, labs, field trips, and other activities. The learning experiences within NDGS are neither acceleration nor an anticipation of particular course work in high school or college. NDGS scholars participate in a variety of individual and group projects that highlight many of the most exciting areas of design, innovation, research, and

performance. NDGS activities are designed to provide a learning environment that is not duplicated at scholars' home high schools.

Nearly 100 NDSU faculty and staff and local community members interact with NDGS scholars during this six-week program. A residence staff team develops strong relationships with scholars and supports them throughout this intense learning experience. Coordinators and instructors for each discipline provide enriching, meaningful, and relevant opportunities to learn dynamic content. Fine arts instructors, ethics lecturers, and design thinking facilitators push scholars beyond their current abilities and knowledge to pursue novel ideas. Finally, the administrative team works behind the scenes to ensure all stakeholders have what they need to ensure the successful operation of NDGS.

The North Dakota Governor's School will continue with the current budget of $460,000 and is not seeking an increase.

14. North Dakota LEAD Center

The mission of the ND LEAD Center is to "develop excellence in educational leadership" and the need for instructional leadership has risen over the past few years. With the new emphasis on teacher and principal evaluations, ND LEAD will play a significant role in developing the necessary critical leadership skills to support this transition.

The ND LEAD Center is requesting an increase of $7,500 for the 2015-17 biennium or an increase of 2.9% from the 2013-15 biennium. The ND LEAD Center has not receiving an increase in funding since 2009 while the costs to deliver services have increased as the costs of travel expenses, room rental, supplies, equipment and trainer fees have all risen.

Thank you for your consideration and for the opportunity to provide training and support for North Dakota's school leaders.

The ND LEAD Center hereby requests an additional $ 7,500.00 in General Funds.

15. North Dakota Museum of the Art

The North Dakota Museum of the Art is requesting a $20,000 increase to partially fund a vehicle for transporting art and programs throughout North Dakota.

This past year the North Dakota Museum of Art was declared ineligible to continue to use state vehicles by the North Dakota Department of Transportation State Fleet. Since 1996, the Museum had been declared eligible for such use through the University of North Dakota Transportation Department. This past season the ruling was changed.

The Museum staff used State cars for preliminary planning visits to participating sites, and State vans to assemble artwork that would be included in exhibitions, and to transport exhibitions and programs to rural communities throughout North Dakota.

Such vehicles were used primarily for the Museum's Rural Arts Initiative, which take exhibitions, visiting artists, and programs to rural communities throughout North Dakota. Every month from September through May the Museum would use State vans to move exhibitions from one small community to the next, plus occasional use for summer programs as well. For the past season we have had to rent in the commercial market.

The Museum has applied to Burlington Northern Santa Fe railroad foundation to purchase a cargo box van such the Dodge Ram Promaster Cargo, with a eight-foot ceiling, rear doors that open 260 degrees to allow for crates, and no wheel wells. BNSA limits initial requests to $10,000. Assuming the Museum is funded, an additional $20,000 will be needed to purchase the vehicle. We are requesting that amount in our budget for the coming season.

In the fall of 2004, the North Dakota Museum of Art launched a pilot education outreach program to encourage and empower rural school children, their teachers, their families, and their communities to actively participate in learning through the Museum's exhibitions and programs. Because most students live far from the Museum in Grand Forks, and have limited access to the arts in their own communities, the Museum takes exhibitions to them.

The art exhibitions are created to be relevant to local communities and can be integrated into school curricula. The Museum provides educational material targeted at specific age groups within the K-12 spectrum but the entire community in encouraged to participate. Visiting artists often accompany the exhibitions.

The ND Museum of the Art hereby requests an additional $ 20,000.00 in General Funds.

16. North Dakota Teacher Center Network

The ND Teacher Center Network (NDTCN) assists practicing teachers, education students and other educational personnel in professional learning opportunities to improve K-12 education. The NDTCN is able to be a contributor to professional learning and resource sharing through its partnerships with universities, colleges, local school districts and Regional Education Associations.

In the 2014-15 school year, each Teacher Center will be funded $20,000 per center for the fiscal year, which is a total of $180,000 per year for all nine centers. The NDTCN has carefully reviewed costs that each center incurs and our centers are not able to be funded and sustained along through state resources, without the support of our partner organizations. The approximate cost for salary and benefits to employ a half-time teacher center director is $34,175. The ND Teacher Center Network funding has not increased in several years. NDTCN has always maintained a policy that centers employ a director who is a licensed teacher and requires that the centers are open for at least 20 hours per week during the school year. Because the costs have

increased in all areas of employment, supplies, materials and resources, we are requesting funding of $30,000 per center, which would total $270,000 per year or $540,000 for this biennium. Centers will always need to maintain their partnerships with other supporting organizations, and this additional funding will continue the good work they are doing together and will take some of the financial strain off the partner organizations.

The ND Teacher Center Network hereby requests an additional $180,000.00 in General Funds.

17. Northern Plains Writing Project

NPWP currently receives $83,000 for two years, which is $41,500 a year. This budget is calculated to fall within the $41,500 amount. Teachers received $1,400 in stipends to offset a tuition cost of nearly $1,810, with teachers paying the difference themselves). The stipends paid out above were for 11 teachers and are included here as a projection for 11 teachers. However, enrollment fluctuates. Our highest enrollment has been 26 teachers, and we held Summer Institutes in both Bismarck and Minot. We request a **$12,000** per year increase, which is an additional **$24,000** or a total budget of $**107,000** for the following reasons:

- To cover an increase in teacher enrollment in the Summer & Advanced Institutes, which is to say, to increase the overall amount for stipends: **$4,000** per year
- To adjust the stipends to match increasing tuition costs: **$2,000** per year
- To cover the expense of sending one or two more teachers to both the regional NDCTE conference and the national NCTE conference; **$2,500** per year
- To increase the Office Manager's salary from $1,000 a semester to $2,000 a semester, which is to say from $2,000 a year to $4,000 a year (this stipend is paid to a full time Graduate Student who has participated in NPWP Institutes): **$2,000** per year
- To increase the available funding for an anthology from $2,000 to $5,000 (we have not been able to put out an anthology every year with current funding, but project a publication every two years): **$1,500** per year

The Northern Plains Writing Project hereby requests an additional $ 24,000.00 in General Funds.

18. Pathfinders Parent Project

The Pathfinder Parent Center is partially funded by the US Department of Education, Office of Special Education Programs to support ND families of children with disabilities ages birth through 26. During the 63rd Legislative Session we were awarded state dollars to enhance our early dispute resolution services, assist special education units with parent engagement and provide improved outreach to American Indian families.

Pathfinder is requesting an *increase* in funding for the 2015-2017 Biennium for three reasons.

1. The trend to reduce federal grants continues. Recall that in 2012 the US Department of Education stopped funding a $500,000.00 grant in every state in order to divert funds to charter schools. It is difficult to continue services or even to operate at all under those economic circumstances. The amount requested is much less than that amount.
2. The amount of funding requested during the 2013-2015 biennium was lowered after a $69,000.00 grant was awarded to Pathfinder by the Otto Bremer Foundation (May 2012 - June 2014). This grant partially covered the salary for the outreach coordinator. Pathfinder chose to reduce the amount requested from the State of ND during the last legislative session in order to be a good steward of state dollars.
3. The total amount received by Pathfinder for the biennium was $131,106.00. By increasing that amount to $150,106.00 we will be able to continue the program. We did not add on the full amount of the Bremer Grant. We have worked extensively with special education units, our American Indian and Multi-Cultural Advisory Committees and the dispute resolution office at the ND Department of Public Instruction to achieve efficiencies and considered the minimum amount of funding needed to maintain the program and improve services. In a time of economic prosperity for ND it is not realistic to expect a private foundation to continue to offer the same amount of funding every year and we have not submitted an additional grant at this time. In addition, the Foundation recently reduced grants awarded to other non-profits.

Pathfinder continues to provide a viable service to families and schools that saves the ND thousands of dollars not only by helping teams resolve problems early and avoid excess costs but by helping families to see that they have other options besides filing complaints or due process hearings.

The Pathfinders Parent Project hereby requests an additional $ 19,000.00 in General Funds.

19. Red River Writing Project

The Red River Valley Writing Project (RRVWP) is one of two National Writing Project (NWP) sites in North Dakota. Its mission is to improve the teaching of writing, K-16, in all subject areas. For the 2013-2015 biennium, we received $90,000. We effectively leveraged these funds to obtain 3 grants--a notable accomplishment, given the fact that the 2013-2014 academic year was a year of transition, in which the RRVWP moved from UND to NDSU. The goal of this transition was to reach more teachers and expand the site and programming.

Previously, NWP received funding from the U.S. Department of Education (DOE), which it passed through to NWP sites to fund teacher development activities. Now the NWP competes annually for DOE SEED grants, which it makes available to its regional sites on a competitive basis. There is no longer assurance of funding from the NWP, so university sites must be self-sustaining through university support and local funding. The RRVWP has applied for and received the two available grants from the NWP. NDSU is providing a course release for the Director of the RRVWP, funding for a summer intern, office space for the RRVWP, and administrative support to handle the grants.

For the 2015-2017 biennium, we request $138,900 in state DPI funding, which represents a $24,450 annual increase over the last biennium request. This will help us meet Common Core needs and expand the services we provide to ND teachers and students, including increasing our outreach to a greater number of North Dakota teachers, and allowing us to begin working directly with at-risk North Dakota students through our new "Young Author Camps." In addition, this increased state funding will provide essential leverage for securing additional grant funding.

To meet the challenges of the Common Core Writing Standards, to successfully compete for federal funds, and expand our services throughout the Red River Valley, the RRVWP plans to use state funding in 2015-17 for these activities:

- Multiple one to three-week summer workshops, for specific groups of teachers, on improving the use and teaching of writing to boost student achievement.
- An annual "Young Author Summer Workshop" aimed at at-risk youth
- Evening, one-day, and weekend workshops during the school year on specific aspects of writing instruction and the best uses of writing in the classroom.
- Professional study groups that meet monthly or bi-weekly during the school year to apply best practices research on the teaching and use of writing directly to the classroom.
- School- or district-requested in-service programs, including follow-up.
- Partnerships with specific schools to evaluate and improve the use and teaching of writing in those schools.
- Identifying teachers engaged in the best practices for the use and teaching of writing and developing their leadership potential within their schools and districts through travel support to national and regional conferences. These teachers are required to bring back what they learned as part of in-service programs for schools in the RRVWP region.

The Red River Writing Project hereby requests an additional $ 48,900.00 in General Funds

20. We the People Program

The We the People Program funding provides for North Dakota high school students to attend the State WTP competition and for the teacher training of government and/or social studies teachers. Held annually, teams from across the state compete in Bismarck and engage in a simulated congressional hearing competition. As students continue to engage in the congressional hearing civic education initiative; this authentic interactive model creates opportunities for civic growth and provides our young people with opportunities to learn more about the importance of civic engagement. The teacher professional development provides teachers with intensive pedagogical and content knowledge designed specifically to create and facilitate learning opportunities for North Dakota students. Funding will defray costs associated with conducting the State We The People competition as well was the professional development.

The We the People Program hereby requests an additional $ 7,000.00 in General Funds.

21. Young Entrepreneur Education Program

Since beginning in 2007, The North Dakota Youth Entrepreneurship Education Program has established itself as a regular summer event in eight ND communities: Bismarck, Wahpeton, Cavalier, Grafton, Jamestown, Williston, Belcourt and Grand Forks. In each community the Program partners with school districts, chambers of commerce, regional economic development groups, area campuses and local entrepreneurs to provide young, emerging entrepreneurs the opportunity to practice the skills associated with business creation, use of business-related technologies and start-up management.

The assessment and evaluation data we've collected indicate our success in increasing adolescents' knowledge about entrepreneurial skills, economics and personal finance plus enhancing their positive attitudes towards their own hometowns. Youth, parents and communities recognize the importance of these skills and attitudes as essential components for continuing economic development.

The 8 communities, in which we are established, are expected to contribute their fair share towards the operating budget of their local 1-week summer camp. The Legislative appropriation covers the remaining local costs and most of the program's statewide costs: Director's salary, office expenses and travel throughout the year to solidify and grow the Program.

Several new communities have expressed interest in establishing a youth entrepreneurship education program of their own, but the Program's growth is stifled by the lack of a part-time assistant to the Director, who has been running the Program alone since its inception. With a part-time assistant managing many of the administrative details associated with each camp during the year, the Director would have more time to pursue missed funding opportunities and satisfy the requests from new communities.

The North Dakota Youth Entrepreneurship Education Program hereby requests an additional $80,000.00 in General Funds.

The Young Entrepreneur Education Program hereby requests an additional $ 80,000.00 in General Funds.

.

Flow Through Grant Required Annual Report

Report period: July 1 - 2013 through June 30, 2014

PASS-THROUGH GRANTS DESCRIPTION	Total Cost	Grant funds requested thru NDDPI	Cost per Participant	Program Summary/Outcomes
Business Manager Training	$255,500 over 5 years	$66,000	$75/credit hour	The program fosters continued professional growth by expanding knowledge and skills of business managers in North Dakota. There were thirty-seven participants as of June 30th, 2014.
ESPB - National Board Certification	$36,250	$36,250	$1,394.23	Teachers are paid $1,000 stipends at the end of each school year while they maintain NBPTS certification. Assessment fees are paid for teachers challenging the NBPTS process.
ESPB - Teacher Support Program	$911,363	$600,000	$2,998 per first-year teacher; $313 per coach	The Teacher Support System provided mentoring support for 292 first-year teachers and training for 115 instructional coaches during the 12-14 school year. Of those teachers who participated in our program as mentees in the first year of our program (2009-2010), 81% are still teaching in North Dakota five years later.
Gearing Up for Kindergarten	$381,303	$381,303	$352/family	Parents and their 4 year old attend a series of 10-16 sessions prior to entering kindergarten. School readiness indicators related to literacy and reading showed a 20-30% increase and indicators related to math showed a 15-25% readiness increase.
Global Bridges	$29,761	$30,000	$2,976.10	Ten individuals participated in the Youth Leaders Program held in China, Israel, and Eastern Europe. North Dakota also hosted a symposium on energy development for members of Global Bridges in Bismarck.

North Central Council of School Television	$406,857	$267,500	$1.78/child	Through its partnership with the state of North Dakota and Prairie Public, the NCCST has tapped into public media grant opportunities and other regional education agencies to provide services in the advancement of the STEM curriculum and well as the local arts, history, culture and energy issues. The NCCST also provides an early childhood support program offering workshops and trainings for early learning educators, parents and caregivers. Professional development opportunities have trained hundreds of pre K-12 educators in all curricular areas.
North Dakota Governor's School	$260,000	$230,000	$3,421	The North Dakota Governor's School (NDGS) strives to provide a six-week residential interdisciplinary summer program of study to intellectually develop and challenge academically able high school juniors a nd seniors. 78% of scholars reported that they learned much more about a subject at NDGS than at their home schools. The remaining 22% reported that they learned somewhat more about a subject. When asked to grade NDGS on a traditional letter scale (e.g., A=4) by our scholars, NDGS earned a 3.89.
North Dakota LEAD Center	$316,593	$130,000	$80.34	Some of the workshops provided include: Collaborate 21, Effective Communication, Professional Learning Communities, Leading Effective Change, Instructional Leadership Academy, Principal Leadership Series, Services provided include: Principal and Teacher Evaluation System Support (PTESS) presentations, online 360 Evaluations for school leaders, and assistance with development of the PTESS ND Guidelines.
North Dakota Museum of Art	$207,500	$207,500	$4.55	The Museum staff work closely with local communities to develop arts leaders capable of expanding the cultural environments for their own population. They recruit volunteers to secure the artwork and to be docents who lead tours. Whereas the Museum provide marketing materials the local community is responsible for publicity and reaching out to potential audiences including surrounding school districts. This often leads small communities to establish their own local art centers, galleries, and multi-use arts facilities for which the Museum staff serve as resources on subjects as diverse as proper lighting to identifying artists to conduct workshops and mount other exhibitions.

North Dakota Teacher Center Network	$341,441 (includes $97,879 of in-kind)	$180,000	$41.00	Teacher Centers help practicing teachers, education students and other educational personnel increase their knowledge and skills to improve student learning. Teacher Centers provide professional development and access to instructional resources, hands-on materials and educational equipment. Teacher Centers collaborate with other organizations and serve as a facilitator between K-12 schools, REAs, state and federal agencies, and institutions of higher education. Teacher Centers offer much more than just workshops and classes for teachers and education students. Centers also help teachers learn best practices and implement new knowledge and skills in their classrooms.
Northern Plains Writing Project	$51,500	$41,500	$381	The Writing Project brings professional development to teachers by helping them obtain graduate degrees like the M.Ed., earn graduate credits for re-certification or lane changes in a program of professional development more rigorous and intense than ED 500 workshop credits. More graduate level work and more professional development of quality leads to better quality in our teachers and their instruction. Because of the intense 4 week Institute, teachers bond and become a support for one another, and they continue acting as leaders in promoting educational reform in their own schools, regionally through becoming members of NDCTE, and nationally through NCTE.
Pathfinders Parent Project	$47,084	$42,468	not identifiable	The Outreach Program is designed to strengthen the information and resources available to diverse parents in ND who have children with learning difficulties. The program provides an outreach coordinator who works directly with families, reservation communities and the ELL work group to provide information and education for diverse families in our state.
Red River Writing Project	$55,399	$37,899	$93.74	The Red River Valley Writing Project conducted summer workshops for teacher and academic year professional development presentations, study, and writing groups, totaling 2,326 educator contact hours. Youth/student/community writing activities, through partnerships with local libraries and the Plains Art Museum, totaling 322 contact hours. Educator programs included one-week and intensive summer/fall workshops focusing on aspects of the Common Core State Standards for writing; workshops with authors; intensive writing workshops; and planning and needs assessment for a partnership with Circle of Nations School in Wahpeton (for programming in 2014-2015).

We the People Program	$30,000	$27,000	not identifiable	State funds defray costs associated with conducting the State We The People competition as well as teacher professional development. More than 16,000 ND students have been engaged in using this curriculum across the state. 175 students attended the ND WTP State Competition in January with a culminating event called a Simulated Congressional Hearing. Students shared their knowledge with 18 judges who probed comprehension and understanding about the Constitution and associated fundamental principles.
Young Entrepreneur Education Program	$79,399.75	$60,000	$371.03	Youth and teachers become successful entrepreneurs and innovative community leaders. Pre/Post data indicate tremendous learning growth in personal economics, entrepreneurial aspirations and free market economics.

K-12 Funding Update

Jerry Coleman – Director
School Finance

Table of Contents

ND K-12 2014-15 Statistics	1
ND Population Historical Overview	2
County Population Estimates 2013	3
North Dakota School District Enrollment	4
North Dakota Resident Births	5
Observations	6
ND Public K-12 Enrollment Cohorts	7
ND Teacher Base Salary and FTE History	8
US Average Teacher Salary Map	9
US Average Teacher Salary Listing	10
NCES Estimated Average Salary – Selected Years	11-12
ND K-12 Statistical History	13
North Dakota K-12 Funding Formula	14
State Aid to Schools Payment Worksheet	15-16
State Aid to Schools Appropriation History	17

DEPARTMENT OF PUBLIC INSTRUCTION
Kirsten Baesler, Superintendent
600 East Boulevard Avenue Dept. 201
Bismarck, North Dakota 58505-0440

ND K-12
2014-15 Statistics

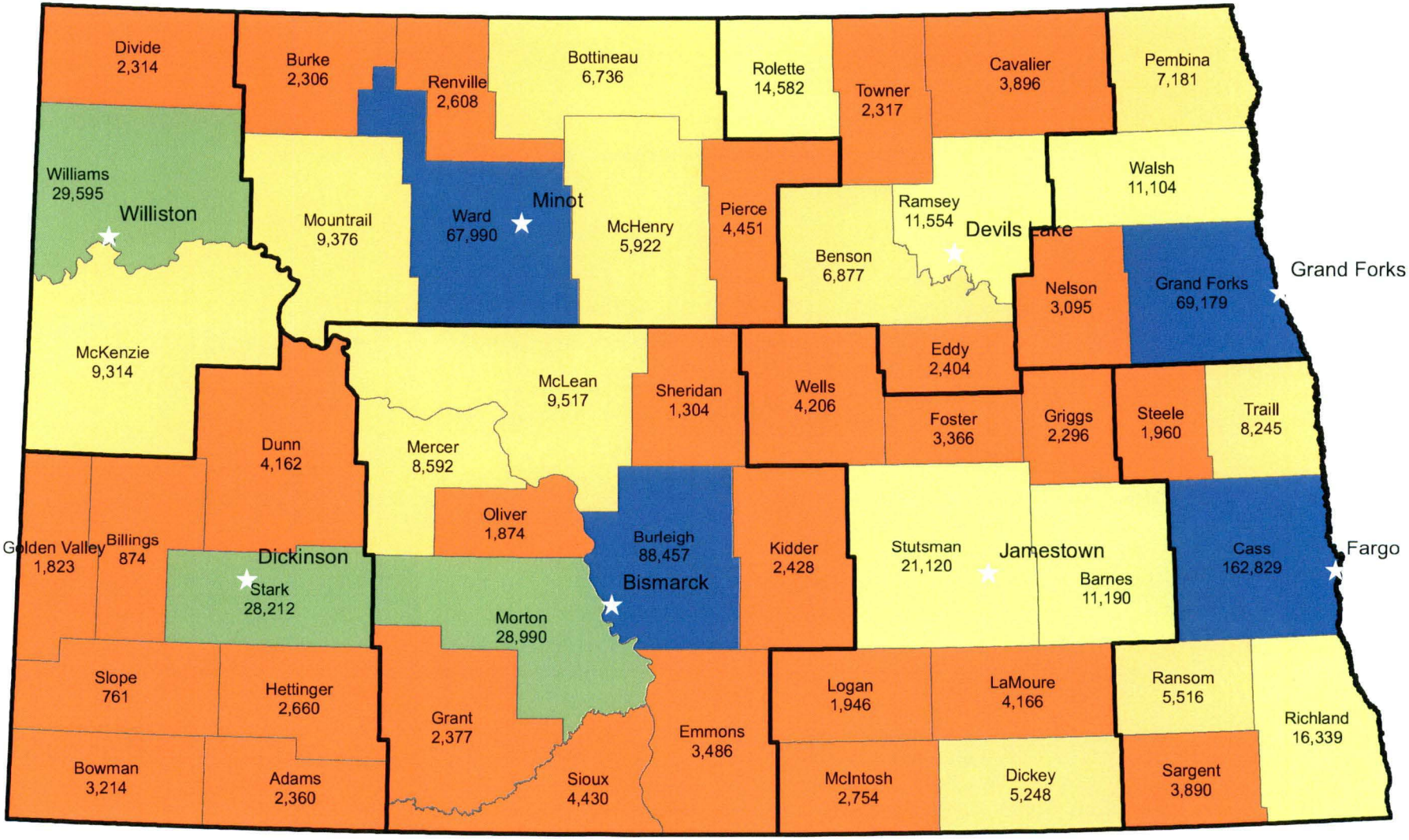
	Public Districts	Non-Public	State Institutions	BIE	Sp Ed Units	Vo Ed Centers	Total
LEAs	179	41	4	5	31	12	272
Schools	372	50	4	6	0	0	432
K-12 Enrollment	104,278	6,473	81	1,599	0	0	112,431
Licensed Staff	10,318	709	75	237	380	130	11,849
Non-licensed Staff	6,145	691	75	179	227	50	7,367
Graduates	6,775	357	33	25	0	0	7,190

ND Department of Public Instruction

ND Population
Historical Overview

1930	680,845
1940	641,935
1950	619,636
1960	632,446
1970	617,761
1980	652,717
1990	638,800
2000	642,200
2010	672,591
2013 (est.)	**723,393**

COUNTY POPULATION ESTIMATES
2013



Statewide Population Estimate: 723,393

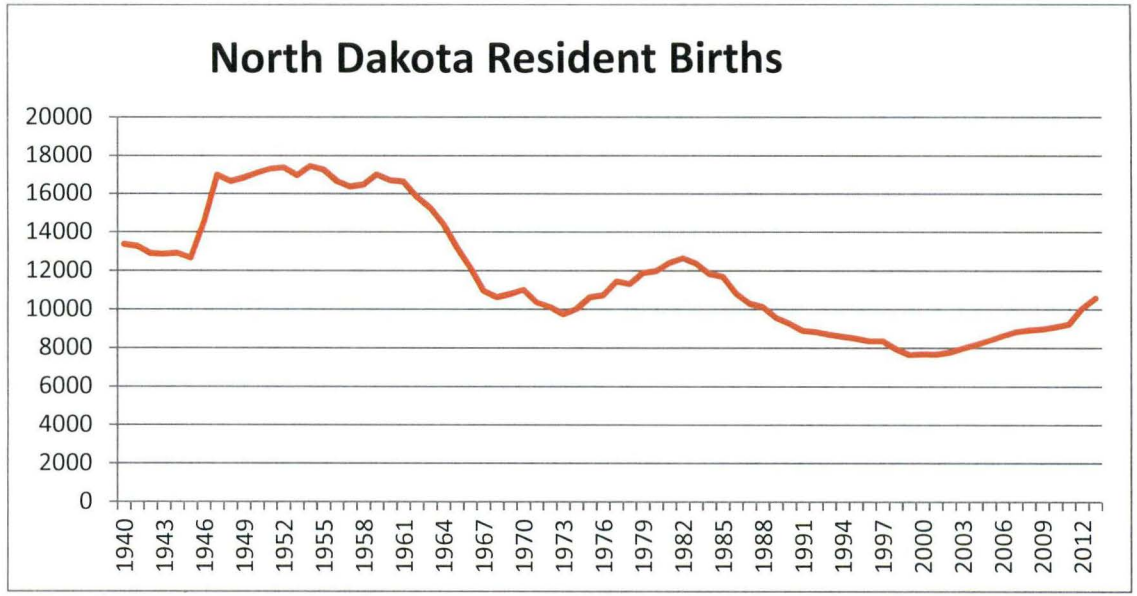
761 to 4,999 | 5,000 to 9,999 | 10,000 to 24,999 | 25,000 to 64,999 | 65,000 to 162,829

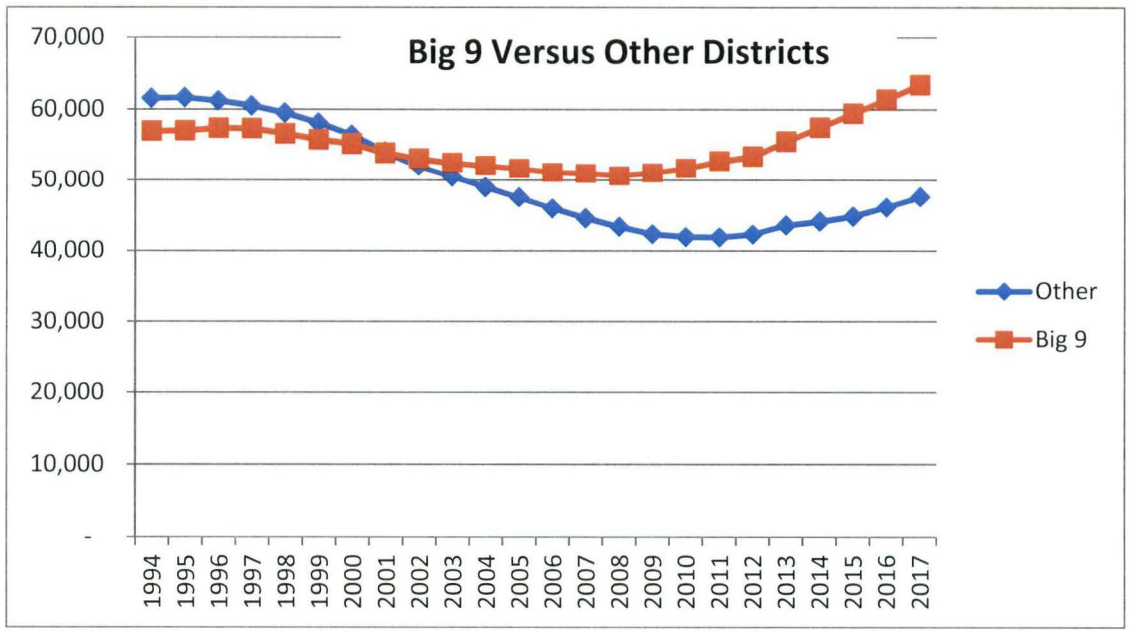
Source: US Census Bureau, Population Estimates

Prepared by: North Dakota Census Office, Mar 2014

North Dakota Public K-12 Enrollment

School Year	Other	Big 9	Grand Total
1994	61,515	56,997	118,512
1995	61,604	57,045	118,649
1996	61,158	57,407	118,565
1997	60,484	57,332	117,816
1998	59,504	56,599	116,103
1999	58,111	55,818	113,929
2000	56,460	55,245	111,705
2001	54,120	53,974	108,094
2002	52,082	53,135	105,217
2003	50,444	52,569	103,013
2004	49,000	52,137	101,137
2005	47,568	51,756	99,324
2006	45,958	51,162	97,120
2007	44,560	51,040	95,600
2008	43,379	50,678	94,057
2009	42,306	51,100	93,406
2010	41,914	51,801	93,715
2011	41,878	52,851	94,729
2012	42,274	53,504	95,778
2013	43,590	55,602	99,192
2014	44,116	57,540	101,656
2015	44,839	59,439	104,278
2016	46,167	61,392	107,559
2017	47,629	63,424	111,053





Big 9 - Fargo, Bismarck, Grand Forks, West Fargo, Minot, Mandan, Dickinson, Williston, Jamestown (enr. over 2,000).

Prepared by School Finance, 11/2015

2016 and 2017 projected using 5 year cohort survival routine

North Dakota Resident Births

[redacted]of Residence	1998	1999	2000	2001	2002	2003	[redacted]	2005	2006	2007	2008	2009	2010	2011	2012	[redacted]013
ADAMS	19	16	23	15	15	18	18	25	17	22	17	29	19	20	30	27
BARNES	136	112	105	102	127	112	113	101	107	100	111	112	112	113	117	130
BENSON	122	135	129	126	134	145	147	153	168	149	147	122	131	143	162	137
BILLINGS	7	6	6	10	8	7	6	8	7	9	5	7	5	7	10	19
BOTTINEAU	49	51	51	45	62	62	62	64	63	65	64	64	62	75	60	73
BOWMAN	34	18	33	28	30	26	30	27	28	38	39	37	38	37	45	44
BURKE	9	17	17	18	19	17	15	18	24	15	20	20	21	25	36	32
BURLEIGH	827	809	881	865	858	918	948	956	1017	1055	1024	1069	1086	1134	1211	1224
CASS	1607	1634	1635	1727	1712	1843	1794	1934	2006	2055	2096	2170	2156	2239	2363	2463
CAVALIER	41	30	35	38	48	34	30	36	37	29	27	34	37	49	31	45
DICKEY	56	59	75	65	71	69	68	76	75	68	78	68	54	26	62	68
DIVIDE	11	12	11	19	15	13	18	13	20	18	9	19	18	26	23	33
DUNN	24	31	31	38	25	33	32	37	28	33	32	32	41	41	48	62
EDDY	32	27	26	21	18	28	21	22	27	27	21	23	24	19	27	28
EMMONS	42	30	29	36	34	38	27	34	29	34	24	22	33	20	25	29
FOSTER	46	40	29	31	33	41	34	50	46	39	27	32	28	25	38	39
GOLDEN VALLEY	16	15	15	19	13	13	17	8	16	11	22	17	19	19	23	20
GRAND FORKS	968	835	889	788	859	864	904	883	950	956	994	908	978	904	965	959
GRANT	24	19	17	27	14	10	17	20	22	11	20	21	22	23	22	33
GRIGGS	18	19	20	12	19	19	17	20	23	26	15	25	23	19	17	23
HETTINGER	22	28	18	18	15	17	23	16	17	15	20	21	27	30	25	41
KIDDER	17	27	27	22	24	24	14	29	22	28	21	24	32	21	29	31
LAMOURE	46	24	41	39	49	42	49	47	41	53	35	28	38	23	48	46
LOGAN	26	17	17	23	15	18	14	15	17	17	18	17	18	16	22	18
McHENRY	63	53	56	54	48	57	57	50	49	57	55	55	63	58	83	63
McINTOSH	24	28	32	23	27	18	29	34	20	27	25	24	33	14	25	30
McKENZIE	66	67	70	60	59	54	69	60	64	60	80	91	53	109	114	176
McLEAN	87	94	76	68	68	80	74	78	73	67	76	82	101	102	128	99
MERCER	78	69	74	81	71	67	67	69	93	66	74	107	99	92	99	102
MORTON	313	301	287	284	308	314	307	340	350	367	364	390	362	401	431	424
MOUNTRAIL	75	93	88	97	81	90	117	88	115	108	127	113	128	143	160	142
NELSON	26	21	34	28	28	20	31	17	29	19	22	28	32	33	29	33
OLIVER	13	17	13	17	16	16	16	19	7	24	18	18	16	20	18	26
PEMBINA	73	78	90	79	78	76	71	85	70	84	65	81	73	78	74	70
PIERCE	48	44	39	58	41	46	38	44	32	43	53	41	37	43	51	58
RAMSEY	156	132	144	156	150	135	136	138	154	139	162	141	167	172	141	143
RANSOM	69	56	55	55	63	70	62	69	60	70	70	54	61	61	73	53
RENVILLE	26	18	14	19	33	20	28	20	24	13	25	34	32	32	29	33
RICHLAND	203	206	196	185	227	187	207	213	190	206	203	184	191	95	183	190
ROLETTE	267	247	276	294	264	279	316	305	317	289	319	299	311	297	292	313
SARGENT	50	42	47	60	36	40	41	48	31	44	49	31	38	23	38	42
SHERIDAN	10	9	10	9	10	NR	NR	7	6	11	7	9	12	7	11	18
SIOUX	104	98	99	74	100	107	95	122	118	103	97	98	87	98	107	80
SLOPE	10	7	7	8	12	7	NR	6	0	9	6	16	11	7	8	12
STARK	262	266	249	251	242	269	302	256	265	290	289	306	301	339	398	484
STEELE	20	20	11	14	18	13	17	18	21	13	24	12	19	19	25	17
STUTSMAN	191	234	192	221	199	220	224	218	218	236	219	222	232	216	227	255
TOWNER	21	15	13	17	25	20	16	18	20	16	19	18	14	19	32	30
TRAILL	92	97	78	70	105	81	83	84	95	100	98	91	91	103	89	100
WALSH	159	154	147	131	125	126	109	144	138	139	146	132	122	114	144	149
WARD	951	875	856	876	855	903	985	968	968	1003	1039	1028	998	1070	1109	1210
WELLS	35	45	45	36	39	32	33	35	36	36	30	43	29	43	44	35
WILLIAMS	239	238	218	207	210	213	224	236	246	306	284	305	353	372	471	580
Total	7930	7635	7676	7664	7755	7976	8179	8381	8616	8818	8931	8974	9088	9234	10072	10591

Observations

- ND Demographics continue to change.
- Enrollment in public schools declined by 25,000 students over a 15 year period ending 2010.
- School Districts declined by 70 over the same period.
- The number of teachers remained relatively constant.
- Births reached a record low in 2001 and have been rising since then.
- Grades K-3 average 8,750, Grades 4-12 average 7,700.
- Entering Kindergarten are 9,000, exiting Seniors are 7,400.
- Statewide projections show moderate enrollment increases over the next decade. We expect enrollments to increase by 3,500 annually.
- 60% of ND students are served in ND's major cities where enrollments are expected to steadily increase.
- Many small rural school districts will continue to experience declines.
- Impact from rapid oil development is still a big unknown.

ND Public K-12 Enrollment
Fall Enrollment Unduplicated Count
Note: Years after 2014-15 are projected

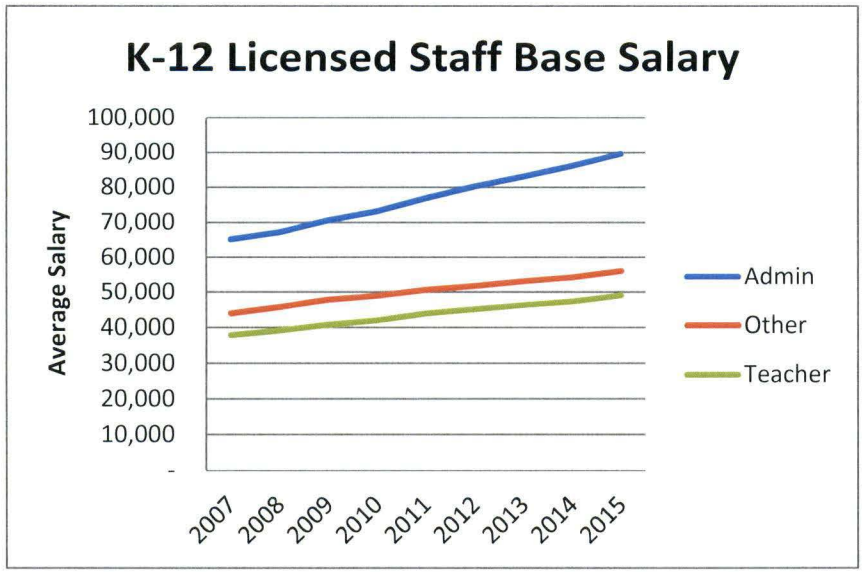
												Projected -->		
Grade	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Kindergarten	6,890	6,663	6,578	6,648	6,729	7,214	7,470	7,445	8,236	8,575	8,822	9,033	9,216	9,313	9,601
Grade 1	7,139	7,130	6,907	6,704	6,827	6,744	7,147	7,478	7,517	8,366	8,605	8,901	9,135	9,329	9,431
Grade 2	7,051	6,965	6,916	6,747	6,511	6,748	6,725	7,195	7,487	7,707	8,401	8,642	9,015	9,253	9,466
Grade 3	7,039	7,052	6,913	6,907	6,787	6,541	6,839	6,914	7,225	7,723	7,853	8,417	8,797	9,187	9,424
Grade 4	7,218	7,079	7,014	6,929	6,931	6,812	6,547	6,972	7,025	7,379	7,817	7,989	8,584	8,986	9,399
Grade 5	7,600	7,323	7,077	7,001	6,983	6,962	6,904	6,675	7,023	7,291	7,531	7,953	8,173	8,787	9,219
Grade 6	7,827	7,703	7,299	7,130	7,036	7,074	7,089	7,140	6,884	7,338	7,462	7,809	8,235	8,474	9,145
Grade 7	8,084	8,002	7,877	7,465	7,289	7,218	7,249	7,367	7,320	7,254	7,585	7,661	8,113	8,554	8,821
Grade 8	8,203	8,106	7,987	7,868	7,467	7,360	7,303	7,297	7,421	7,496	7,335	7,638	7,775	8,238	8,695
Grade 9	8,804	8,534	8,461	8,262	8,045	7,670	7,572	7,578	7,462	7,796	7,776	7,672	7,962	8,103	8,563
Grade 10	8,603	8,499	8,235	8,174	8,002	7,855	7,683	7,682	7,517	7,515	7,707	7,678	7,632	7,918	8,069
Grade 11	8,396	8,186	7,992	7,961	7,802	7,620	7,563	7,415	7,354	7,414	7,414	7,458	7,494	7,452	7,731
Grade 12	8,283	8,120	7,864	7,804	7,643	7,588	7,624	7,563	7,308	7,338	7,348	7,427	7,428	7,459	7,418
Total	101,137	99,362	97,120	95,600	94,052	93,406	93,715	94,721	95,779	99,192	101,656	104,278	107,559	111,053	114,982

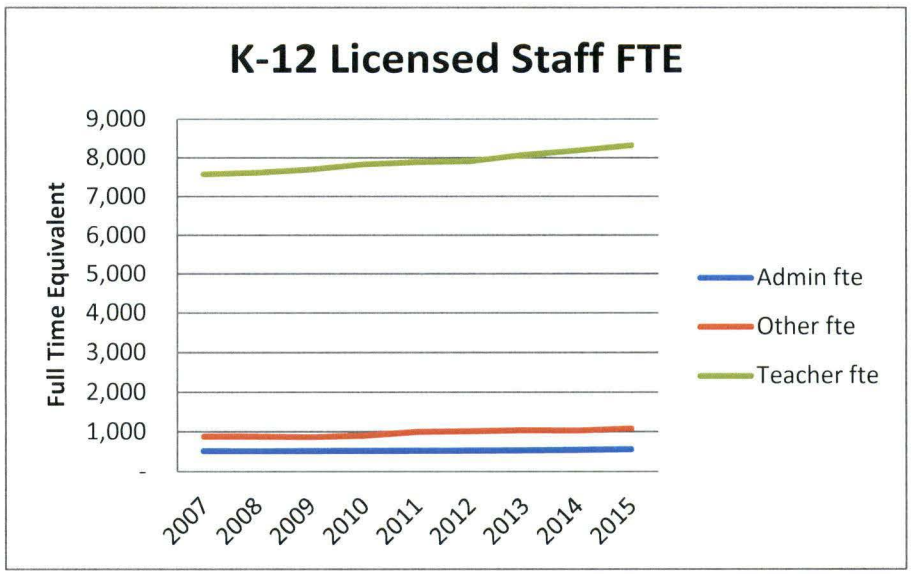
ND Teacher Base Salary and FTE History

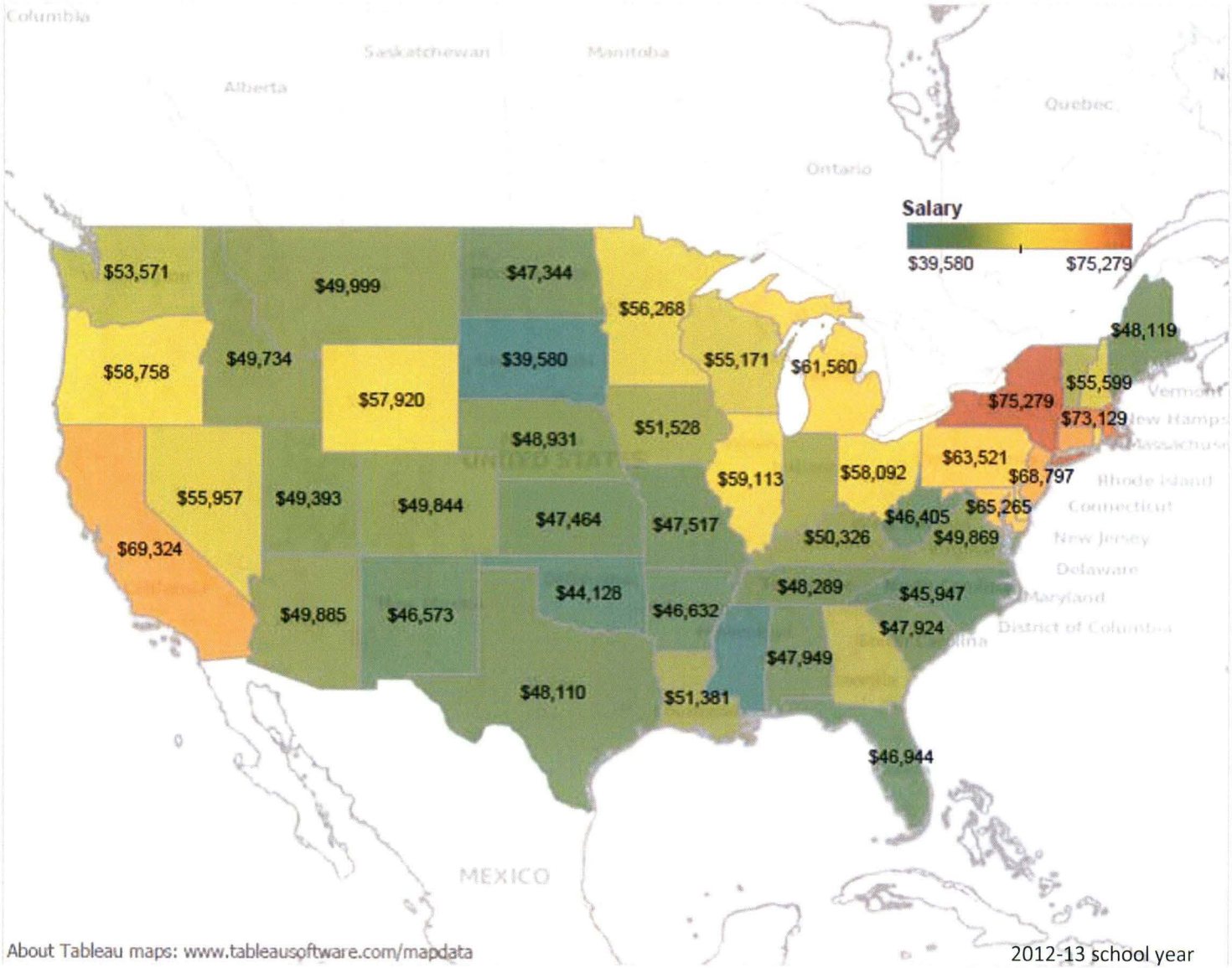
School Year	Licensed FTE Admin fte	Other fte	Teacher fte	Average Salary Admin	Other	Teacher	K-12 Enr	Enr/FTE Ratio	
2007	516	882	7,568	65,118	43,887	37,840	95,600	10.7	
2008	511	875	7,609	67,120	45,725	39,137	94,057	10.5	
2009	517	866	7,697	70,608	47,794	40,750	93,406	10.3	
2010	521	902	7,829	73,156	48,923	41,977	93,715	10.1	
2011	528	1,006	7,881	76,885	50,635	43,852	94,729	10.1	
2012	535	1,017	7,911	80,268	51,711	45,072	95,778	10.1	
2013	533	1,045	8,076	83,074	53,124	46,275	99,192	10.3	
2014	552	1,039	8,192	86,115	54,245	47,231	101,656	10.4	
2015	563	1,088	8,322	89,565	56,033	48,980	104,278	10.5	est.

Licensed personnnel (FTE)

- Teachers include classroom teachers, MR special education, SLD and ED, physical education, music, art, career and technology, Title I and any other type of teacher.
- Other licensed staff includes assistant directors, coordinators, counselors or counselor designates, county superintendents and assistant or deputy county superintendents, directors, instructional programmers, library media specialist, pupil personnel, school psychologist, speech pathologist and supervisors.
- Administrators include principals and assistant principals, superintendents and assistant or deputy superintendents.






Salary
$39,580
$75,279
$53,571
$49,999
$47,344
$56,268
$48,119
$58,758
$49,734
$39,580
$55,171
$61,560
$55,599
$57,920
$75,279
$73,129
$48,931
$51,528
$63,521
$55,957
$49,393
$49,844
$47,464
$47,517
$59,113
$58,092
$68,797
$65,265
$46,405
$69,324
$50,326
$49,869
$44,128
$48,289
$45,947
$49,885
$46,573
$46,632
$47,924
$47,949
$48,110
$51,381
$46,944
MEXICO
About Tableau maps: www.tableausoftware.com/mapdata
2012-13 school year

Bars Sorted High to Low

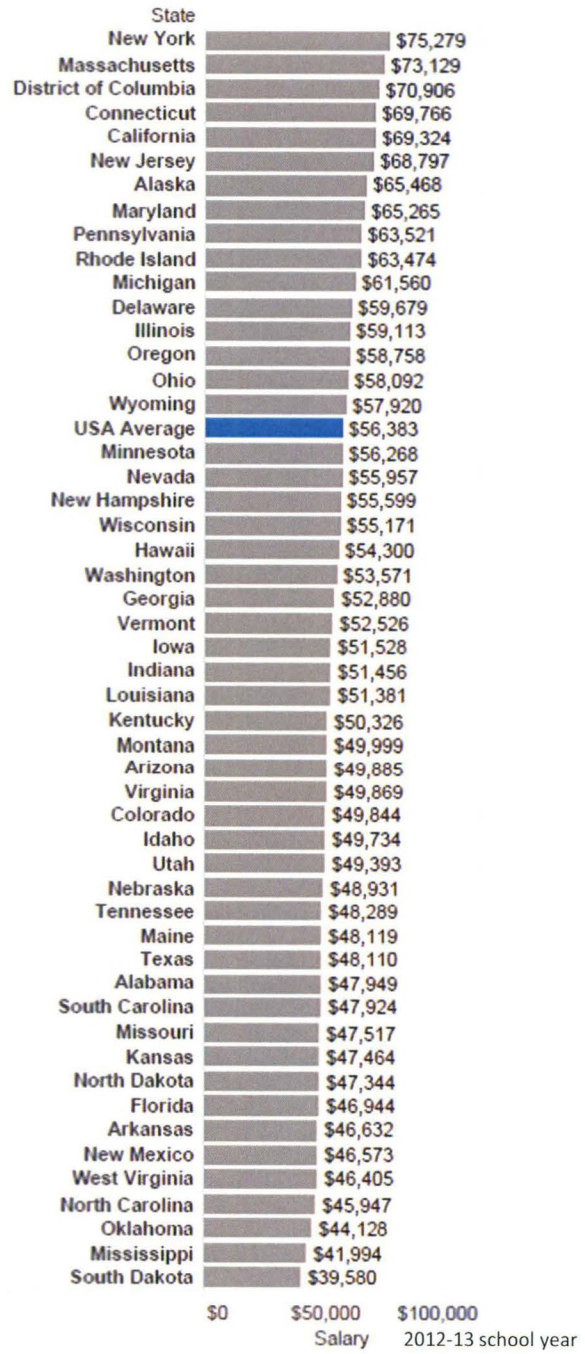


Table 211.60. Estimated average annual salary of teachers in public elementary and secondary schools, by state: Selected years, 1969-70 through 2012-13

	Current dollars							Constant 2012-13 dollars[1]							
State	1969-70	1979-80	1989-90	1999-2000	2009-10	2011-12	2012-13	1969-70	1979-80	1989-90	1999-2000	2009-10	2011-12	2012-13	Percent change, 1999-2000 to 2012-13
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
United States	**$8,626**	**$15,970**	**$31,367**	**$41,807**	**$55,202**	**$55,418**	**$56,383**	**$52,830**	**$47,592**	**$57,152**	**$57,133**	**$58,925**	**$56,340**	**$56,383**	**-1.3**
Alabama	6,818	13,060	24,828	36,689	47,571	48,003	47,949	41,757	38,920	45,237	50,139	50,779	48,802	47,949	-4.4
Alaska	10,560	27,210	43,153	46,462	59,672	62,425	65,468	64,675	81,088	78,626	63,495	63,696	63,464	65,468	3.1
Arizona	8,711	15,054	29,402	36,902	46,952	48,691	49,885	53,350	44,862	53,571	50,430	50,119	49,501	49,885	-1.1
Arkansas	6,307	12,299	22,352	33,386	46,700	46,314	46,632	38,627	36,652	40,726	45,625	49,850	47,085	46,632	2.2
California	10,315	18,020	37,998	47,680	68,203	68,531	69,324	63,174	53,701	69,234	65,159	72,803	69,672	69,324	6.4
Colorado	7,761	16,205	30,758	38,163	49,202	49,049	49,844	47,532	48,292	56,042	52,153	52,520	49,865	49,844	-4.4
Connecticut	9,262	16,229	40,461	51,780	64,350	69,465	69,766	56,725	48,363	73,721	70,762	68,690	70,621	69,766	-1.4
Delaware	9,015	16,148	33,377	44,435	57,080	58,800	59,679	55,212	48,122	60,814	60,724	60,930	59,779	59,679	-1.7
District of Columbia	10,285	22,190	38,402	47,076	64,548	68,720	70,906	62,990	66,128	69,970	64,334	68,901	69,864	70,906	10.2
Florida	8,412	14,149	28,803	36,722	46,708	46,479	46,944	51,519	42,165	52,480	50,184	49,858	47,253	46,944	-6.5
Georgia	7,276	13,853	28,006	41,023	53,112	52,938	52,880	44,562	41,283	51,028	56,062	56,694	53,819	52,880	-5.7
Hawaii	9,453	19,920	32,047	40,578	55,063	54,070	54,300	57,895	59,363	58,391	55,453	58,777	54,970	54,300	-2.1
Idaho	6,890	13,611	23,861	35,547	46,283	48,551	49,734	42,198	40,562	43,475	48,578	49,404	49,359	49,734	2.4
Illinois	9,569	17,601	32,794	46,486	62,077	57,636	59,113	58,605	52,452	59,752	63,527	66,264	58,595	59,113	-6.9
Indiana	8,833	15,599	30,902	41,850	49,986	50,516	51,456	54,098	46,486	56,304	57,192	53,357	51,357	51,456	-10.0
[redacted]	8,355	15,203	26,747	35,678	49,626	50,240	51,528	51,170	45,306	48,734	48,757	52,973	51,076	51,528	5.7
[redacted]sas	7,612	13,690	28,744	34,981	46,657	46,718	47,464	46,620	40,797	52,372	47,805	49,804	47,496	47,464	-0.7
Kentucky	6,953	14,520	26,292	36,380	49,543	49,730	50,326	42,584	43,271	47,905	49,717	52,884	50,558	50,326	1.2
Louisiana	7,028	13,760	24,300	33,109	48,903	50,179	51,381	43,043	41,006	44,275	45,246	52,201	51,014	51,381	13.6
Maine	7,572	13,071	26,881	35,561	46,106	47,338	48,119	46,375	38,952	48,978	48,597	49,216	48,126	48,119	-1.0
Maryland	9,383	17,558	36,319	44,048	63,971	63,634	65,265	57,466	52,324	66,174	60,196	68,285	64,693	65,265	8.4
Massachusetts	8,764	17,253	34,712	46,580	69,273	71,721	73,129	53,675	51,415	63,246	63,656	73,945	72,915	73,129	14.9
Michigan	9,826	19,663	37,072	49,044	57,958	61,560	61,560	60,179	58,597	67,546	67,023	61,867	62,585	61,560	-8.2
Minnesota	8,658	15,912	32,190	39,802	52,431	54,959	56,268	53,026	47,419	58,651	54,393	55,967	55,874	56,268	3.4
Mississippi	5,798	11,850	24,292	31,857	45,644	41,646	41,994	35,510	35,314	44,261	43,535	48,722	42,339	41,994	-3.5
Missouri	7,799	13,682	27,094	35,656	45,317	46,406	47,517	47,765	40,773	49,366	48,727	48,373	47,178	47,517	-2.5
Montana	7,606	14,537	25,081	32,121	45,759	48,546	49,999	46,583	43,321	45,698	43,896	48,845	49,354	49,999	13.9
Nebraska	7,375	13,516	25,522	33,237	46,227	48,154	48,931	45,168	40,279	46,502	45,421	49,345	48,955	48,931	7.7
Nevada	9,215	16,295	30,590	39,390	51,524	54,559	55,957	56,437	48,560	55,736	53,830	54,999	55,467	55,957	4.0
New Hampshire	7,771	13,017	28,986	37,734	51,443	54,177	55,599	47,593	38,791	52,813	51,567	54,912	55,079	55,599	7.8
New Jersey	9,130	17,161	35,676	52,015	65,130	67,078	68,797	55,917	51,141	65,003	71,083	69,523	68,194	68,797	-3.2
New Mexico	7,796	14,887	24,756	32,554	46,258	45,622	46,573	47,746	44,364	45,106	44,488	49,378	46,381	46,573	4.7
New York	10,336	19,812	38,925	51,020	71,633	73,398	75,279	63,303	59,041	70,923	69,723	76,464	74,620	75,279	8.0
North Carolina	7,494	14,117	27,883	39,404	46,850	45,947	45,947	45,897	42,070	50,804	53,849	50,010	46,712	45,947	-14.7
North Dakota	6,696	13,263	23,016	29,863	42,964	46,058	47,344	41,010	39,525	41,936	40,810	45,862	46,825	47,344	16.0
Ohio	8,300	15,269	31,218	41,436	55,958	56,715	58,092	50,833	45,503	56,880	56,626	59,732	57,659	58,092	2.6
Oklahoma	6,882	13,107	23,070	31,298	47,691	44,391	44,128	42,149	39,060	42,034	42,772	50,907	45,130	44,128	3.2
Oregon	8,818	16,266	30,840	42,336	55,224	57,348	58,758	54,006	48,474	56,191	57,856	58,948	58,302	58,758	1.6
Pennsylvania	8,858	16,515	33,338	48,321	59,156	61,934	63,521	54,251	49,216	60,743	66,035	63,146	62,965	63,521	-3.8
Rhode Island	8,776	18,002	36,057	47,041	59,686	62,186	63,474	53,748	53,647	65,697	64,286	63,711	63,221	63,474	-1.3
South Carolina	6,927	13,063	27,217	36,081	47,508	47,428	47,924	42,424	38,929	49,590	49,308	50,712	48,217	47,924	-2.8
[redacted]th Dakota	6,403	12,348	21,300	29,071	38,837	38,804	39,580	39,215	36,798	38,809	39,728	41,456	39,450	39,580	-0.4
[redacted]ssee	7,050	13,972	27,052	36,328	46,290	47,082	48,289	43,178	41,637	49,290	49,645	49,412	47,866	48,289	-2.7
[redacted]	7,255	14,132	27,496	37,567	48,261	48,373	48,110	44,433	42,114	50,099	51,339	51,516	49,178	48,110	-6.3
Utah	7,644	14,909	23,686	34,946	45,885	48,159	49,393	46,816	44,430	43,157	47,757	48,980	48,961	49,393	3.4
Vermont	7,968	12,484	29,012	37,758	49,084	51,306	52,526	48,800	37,203	52,861	51,600	52,394	52,160	52,526	1.8
Virginia	8,070	14,060	30,938	38,744	50,015	48,703	49,869	49,425	41,900	56,370	52,947	53,388	49,514	49,869	-5.8
Washington	9,225	18,820	30,457	41,043	53,003	52,232	53,571	56,498	56,085	55,494	56,089	56,578	53,101	53,571	-4.5

West Virginia	7,650	13,710	22,842	35,009	45,959	45,320	46,405	46,852	40,857	41,619	47,843	49,059	46,074	46,405	-3.0
Wisconsin	8,963	16,006	31,921	41,153	51,264	53,792	55,171	54,894	47,699	58,161	56,239	54,721	54,687	55,171	-1.9
Wyoming	8,232	16,012	28,141	34,127	55,861	57,222	57,920	50,417	47,717	51,274	46,638	59,628	58,174	57,920	24.2

[1] Constant dollars based on the Consumer Price Index (CPI), prepared by the Bureau of Labor Statistics, U.S. Department of Labor, adjusted to a school-year basis. The CPI does not account for differences in inflation rates from state to state.

NOTE: Some data have been revised from previously published figures. Standard errors are not available for these estimates, which are based on state reports.

SOURCE: National Education Association, *Estimates of School Statistics*, 1969-70 through 2012-13. (This table was prepared April 2013.)

2013 Tables and Figures All Years of Tables and Figures Most Recent Full Issue of the Digest

School Fin[redacted] Facts at a Glance

District (All)

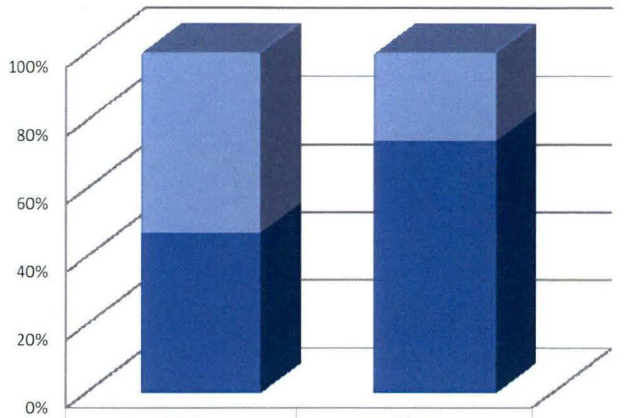
Values	FY 2006	2007	2008	2009	2010	2011	2012	2013	2014
K Enrollment	6,648	6,729	7,214	7,470	7,446	8,236	8,575	8,822	9,033
1-6 Enrollment	41,418	41,075	40,881	41,251	42,380	43,161	45,804	47,669	49,711
7-8 Enrollment	15,333	14,760	14,578	14,552	14,662	14,740	14,750	14,920	15,299
9-12 Enrollment	32,201	31,493	30,733	30,442	30,241	29,641	30,063	30,245	30,235
Total K-12 Enrollment	95,600	94,057	93,406	93,715	94,729	95,778	99,192	101,656	104,278
PK-12 Average Daily Membership	100,176	98,117	95,459	95,157	95,507	96,987	98,734	101,852	103,841
Taxable Valuation	1,775,656,783	1,887,339,780	1,988,764,880	2,123,975,131	2,289,056,928	2,425,242,205	2,770,953,672	3,211,546,540	3,672,348,894
Tax Value Per Enr Student	18,574	20,066	21,292	22,664	24,164	25,321	27,935	31,592	35,217
General Fund Levy	193	191	191	119	117	115	110	73	68
Total Levy	221	218	216	145	142	142	136	96	96
Local Revenue	377,743,470	403,030,274	422,275,893	430,830,764	320,103,631	328,747,470	338,409,002	360,944,186	283,552,566
County Revenue	13,359,537	13,613,111	16,547,601	19,336,418	18,702,824	19,211,010	22,393,601	22,916,937	27,621,890
State Revenue	342,183,236	348,328,916	377,255,335	399,258,448	543,894,534	619,328,628	645,459,985	683,002,832	875,980,229
Federal Revenue	120,778,330	120,415,653	113,880,869	127,301,515	237,943,277	151,993,630	135,307,358	125,445,311	121,469,632
Other Revenue	8,680,504	8,090,732	9,457,601	9,956,315	8,918,894	10,999,435	9,597,225	12,421,232	12,672,665
Total Revenue	862,745,077	893,478,686	939,417,299	986,683,460	1,129,563,159	1,130,280,172	1,151,167,172	1,204,730,498	1,321,296,983
Salary and Benefits Teachers	438,300,166	447,859,284	469,998,050	495,868,336	528,460,823	562,292,523	586,164,727	623,286,079	658,170,613
Salaries and Benefits Support	42,358,891	44,520,756	46,651,203	46,574,684	53,130,752	57,688,537	63,647,146	70,139,332	69,210,210
Other Instructional Costs	59,958,381	60,235,886	62,483,476	65,290,263	85,498,905	83,675,416	79,682,431	73,731,104	80,322,238
School Administration	40,171,086	41,492,054	43,821,726	46,905,664	48,622,939	52,085,236	55,549,170	59,938,702	64,404,122
General Administration	54,082,672	56,587,718	59,355,927	60,602,434	67,988,403	72,252,831	72,522,073	82,095,422	92,648,461
Operation and Maint. of Plant	76,579,290	83,890,723	90,528,398	95,202,272	107,168,997	110,579,804	106,413,805	117,342,113	125,951,796
Instructional Expenditures	711,450,485	734,586,421	772,838,780	810,443,653	890,870,819	938,574,347	963,979,351	1,026,532,752	1,090,707,440
Student Transportation	35,642,737	36,516,167	42,549,138	42,533,479	46,946,136	47,706,364	53,552,434	56,038,569	60,498,987
Capital Projects	14,898,451	11,068,894	16,860,974	18,179,198	35,376,260	28,982,468	16,837,511	18,144,668	20,940,622
Extracurricular	20,008,235	20,765,081	22,521,290	22,237,943	23,762,799	25,126,106	26,406,257	26,077,977	29,560,242
All Other Expenditures	70,907,714	73,532,990	72,465,608	75,363,240	77,164,763	91,372,887	82,559,369	89,542,297	93,934,130
General Fund Expenditures	852,907,621	876,469,553	927,235,790	968,757,513	1,074,120,777	1,131,762,173	1,143,334,923	1,216,336,262	1,295,641,421
Gen Fund Ending Balance	178,058,411	194,850,385	206,535,695	225,624,840	281,248,544	279,486,294	290,404,090	278,590,960	304,679,128
Cost of Ed Per Student	7,102	7,487	8,096	8,517	9,328	9,677	9,763	10,079	10,504

North Dakota K-12 School Funding Formula

In 2013, the state implemented a K-12 funding formula tied to the cost of providing an adequate education and funded it with a combination of state and local taxes. Local property tax levy authority was decreased significantly with statewide taxes making up the difference. Statewide taxes are now funding approximately 75% of the cost of education.

The local share is 60 mills on taxable valuation and 75%-100% of other local in-lieu of property tax revenue. The state funds the remainder up to the adequate amount.

Shift in State and Local General Fund Sources



	2009	2014
Local/County	53%	26%
State	47%	74%

The formula is student driven and uses various weights to account for the increased costs associated with school district size and serving students with special needs. A base per student funding rate is set by the legislature designed to generate the resources necessary to educate students to state standards. In addition, there are transitional adjustments included to minimize budget impacts that inevitably occur when making major changes.

In the end, North Dakota's K-12 funding formula provides a base of financial support per student sufficient to provide an adequate education by school districts, regardless of where the student lives or what the taxable valuation is of the district.

The Legislature, through the interim Education Funding Committee, contracted with Picus-Odden and Associates to conduct a recalibration study to confirm the adequacy of that base level of support.

K-12 School Funding Formula

Part One: Calculate Base Funding Amount		Example
	Student Membership (ADM)	300
+	Other Program Weighted ADM	30
=	Weighted ADM	330
x	School District Size Factor	1.13
=	Weighted Student Units	373
x	Per Student Rate	9,092
=	Total Formula Amount	3,391,316
+/-	Transition Adjustments	-
=	Total Adjusted Formula Amount	3,391,316
Part Two: Determine State Aid Payment		
Local Share	60 mills times taxable valuation	600,000
	75%-100% of other local in-lieu revenue	60,000
State Share	Difference is State Aid Payment	2,731,316

The consultants use an evidenced – based (EB) model to determine the resources necessary to educate students to college and career ready proficiency. Included in the model are all of the components necessary to meet the standards. This includes core staffing, administration, operations, professional development, technology and instruction materials. Their report was presented to the Interim Education Funding Committee in June, 2014. The report can be found in the meeting minutes at http://www.legis.nd.gov/assembly/63-2013/interim/15-5088-03000-meeting-minutes.pdf?20141016152129.

STATE AID TO SCHOOLS PAYMENT WORKSHEET

North Dakota Department of Public Instruction
Office of School Finance and Organization

District Name	County District Number	Payment Month	School Year
Hettinger 13	01-013	December	2014-2015

A STATE AID FORMULA:

Student membership includes regular school year average daily membership (ADM). ADM for students attending school in Montana and Minnesota (NDCC 15.1-29.01), South Dakota students attending school in North Dakota (NDCC 15.1-29-02.1) under cross border attendance agreements, and students in private or out-of-state placements for purposes other than education (NDCC 15.1-29-14) are also included.

Student Membership	ADM	Weighting Factor	Weighted ADM
1 Pk Special Education	5.48	1.000	5.48
2 Kindergarten	15.20	1.000	15.20
3 Grade 1-6	130.33	1.000	130.33
4 Grade 7-8	41.91	1.000	41.91
5 Grade 9-12	83.15	1.000	83.15
6 Alternative High School	-	1.000	-
7 Total Average Daily Membership (ADM)			276.07
Other Program Membership			
8 Alt High School (from line 6)	-	0.250	-
9 Special Ed ADM (from line 7)	276.07	0.082	22.64
10 PK Special Ed ADM (from line 1)	5.48	0.170	0.93
11 Data Collection (if PowerSchool from line 7)	276.07	0.003	0.83
12 Regional Education Association (if member from line 7)	276.07	0.002	0.55
13 ELL Level 1	-	0.300	-
14 ELL Level 2	-	0.200	-
15 ELL Level 3	0.95	0.070	0.07
16 At Risk	52.18	0.025	1.30
17 Home-Education (district supervised)	-	0.200	-
18 Cross Border Attendance (MN, MT)	-	0.200	-
19 Alt Middle School	-	0.150	-
Summer Programs			
20 Summer School	3.63	0.600	2.18
21 Migrant Summer	-	1.000	-
22 Special Ed ESY	-	1.000	-
Isolated School District			
23 >275 sq miles and <100 ADM	-	0.100	-
24 >600 sq miles and <50 ADM	-	1.100	-
25 Total Weighted Average Daily Membership (add lines 7 through 24)			304.57
26 School District Size Weighting Factor			1.1754
27 Total Weighted Student Units			357.99
28 Per Student Payment Rate			$9,092.00
29 Total Formula Payment			3,254,845.08

Formula Adjustments		
30 Transition Maximum Adjustment (from line 68)	3,587,545.23	-
31 Transition Minimum Adjustment (from line 73)	3,109,205.87	-
32 Total Adjusted Formula Amount (total lines 29, 30 and 31)		3,254,845.08
33 Contribution from Property Tax (from line 48)		583,287.42
34 Contribution from Other Local Revenue (from line 42)		102,636.39
35 State Aid Payment (line 32 minus lines 33 and 34)		2,568,921.27

State School Aid Summary	Entitlement	EFB Offset	Net Entitlement
1 State Aid Formula Payment (from line 35)	2,568,921.27	-	2,568,921.27
2 Transportation (from line 64)	122,641.54	-	122,641.54
3 State Child Placement	-	-	-
4 Special Education Contracts - Agency	-	-	-
5 Special Education Contracts - School Placed	-	-	-
6 Special Education Contracts - Boarding	-	-	-
7 Special Education - Gifted and Talented	-	-	-
Total State Aid	2,691,562.81	-	2,691,562.81
Excess Fund Balance Offset (from line 52)		-	

B CONTRIBUTION FROM OTHER LOCAL REVENUE

		Total Revenue	Percent	
36	1300 Tuition	49,102.46	75%	36,826.85
37	2999 County	-	75%	-
38	US Flood	-	75%	-
39	Electric Generation, Distribution and Transmission Tax	37,418.38	75%	28,063.79
40	Mobile Home and Other In-Lieu Taxes	11,358.54	100%	11,358.54
41	Telecommunications	26,387.21	100%	26,387.21
42	Contribution from Other Local Revenue			102,636.39

C CONTRIBUTION FROM PROPERTY TAX

43	District Taxable Valuation		9,721,457
44	Contribution Mill Rate		60
45	Contribution from Property Tax (line 43 times line 44 divided by 1000)		583,287.42
46	Minimum Local Effort Adjustment (NDCC 15.1-27-04.2)	-	-
47	Maximum Contribution Increase Adjustment (NDCC 15.1-27-04.1.4.a.)	589,010.28	-
48	Adjusted Contribution from Property Tax (total lines 45, 46 and 47)		583,287.42

D EXCESS FUND BALANCE OFFSET

49	General Fund Ending Balance	755,243.15
50	General Fund Expenditures	3,653,455.57
51	45% of General Fund Expenditures + $20,000	1,664,055.01
52	Excess Fund Balance Offset (line 49 minus line 51, if less than zero enter zero)	-

E TRANSPORTATION WORKSHEET

	Transportation Statistics	Rate	Miles	Rides	Total
53	Small Bus Miles	0.520	0.0	xxxxx	-
54	Large Bus Miles	1.130	103,740.3	xxxxx	117,226.54
55	Rural Rides	0.300	xxxxx	11,833	3,549.90
56	Small In-City Miles	0.520	0.0	xxxxx	-
57	Large In-City Miles	1.130	0.0	xxxxx	-
58	In-City Rides	0.300	xxxxx	0	-
59	Family - To School	0.250	7,460.4	xxxxx	1,865.10
60	Family - To Bus	0.250	0.0	xxxxx	-
61	Not Reimbursable	-	0.0	0	
62	Total Transportation Reimbursement				122,641.54
63	Reimbursement Cap --- 90% of transportation expenditures				170,356.92
64	Transportation Grant Total (lesser of 90% cap or total)				122,641.54

F BASELINE FUNDING - MINIMUM AND MAXIMUM PAYMENTS

65	Baseline Funding (2012-13 State Aid Formula Payment, MLRG, GF levies and 75%-100% In-lieu)	2,774,578.320
66	Baseline Weighted Student Units (2012-13)	332.240
67	Baseline Funding Rate	$8,351.13

	Adjustment for Maximum	Baseline Funding Rate	Maximum Percent	Weighted Student Units	
68	Maximum Increase Amount	$8,351.13	120%	357.99	3,587,545.23

	Adjustment for Minimum	Baseline Funding Rate	Minimum Percent	Weighted Student Units	
69	Minimum Increase Per Student	$8,351.13	104%	357.99	3,109,205.87
70	Baseline Funding (from line 65)				2,774,578.32
71	Minimum Funding Percentage				100%
72	Minimum Funding Amount				2,774,578.32
73	Minimum Increase Amount (greater of line 69 or line 72)				3,109,205.87

State Aid To Schools

	Biennial Appropriation 2001-2003	Biennial Appropriation 2003-2005	Biennial Appropriation 2005-2007	Biennial Appropriation 2007-2009	Biennial Appropriation 2009-2011	Biennial Appropriation 2011-2013	Biennial Appropriation 2013-2015	Executive Budget 2015-2017	Senate Crossover 2015-2017
*Grants - State school aid	437,971,648	454,579,490	484,053,759	726,165,879	808,370,295	918,459,478	1,752,100,000	1,900,000,000	2,030,800,000
Grants - Transportation	36,000,000	34,800,000	33,500,000	33,500,000	43,500,000	48,500,000	53,500,000	60,000,000	60,000,000
Grants - Special education aid	49,898,695	49,898,695	52,500,000	17,500,000	15,500,000	16,000,000	16,500,000	17,300,000	17,300,000
Grants - Teacher compensation payment	35,036,000	51,854,000	50,912,120						
Grants - Tuition apportionment	67,239,025	69,495,371	71,600,000						
Grants - Revenue supplement payments	2,200,000	5,000,000	5,000,000						
Grants - Supplemental operations					16,795,584	-	-		
K-12 State Aid Formula Payments	**628,345,368**	**665,627,556**	**697,565,879**	**777,165,879**	**884,165,879**	**982,959,478**	**1,822,100,000**	**1,977,300,000**	**2,108,100,000**
Other Appropriations									
ITD Powerschool								6,000,000	6,000,000
Grants - Mill Levy Reduction					295,000,000	341,790,000			
Grants - Supplemental one-time					85,644,337				
Grants - Federal one-time Education Jobs Fund						21,517,716			
Grants - Rapid Enrollment						5,000,000	13,600,000	14,800,000	14,800,000
Grants - Safety Grants							3,000,000		
Grants - ELL									2,500,000
Grants - ADM supplemental pmt									
Grants - declining enrollment supp pmt									
Grants - Reorganization bonuses	1,665,000	500,000	759,000						
Grants - JPA incentives (SB 2200)			1,000,000						
Supplemental Appropriations									
Additional Tuition Apportionment					322,360	2,214,423			
Deferred Maintenance and Physical Improvement Grants				5,000,000					
Supplemental Transportation Payments					5,000,000				
Deficiency Appropriation - Mill Levy Reduction					4,444,264				
Total Appropriated	630,010,368	666,127,556	695,724,879	785,765,879	1,265,576,840	1,362,481,617	1,847,700,000	1,998,100,000	2,131,400,000

*Grants - State school aid in 2009-2011 included $85,644,337 in federal ARRA Education Stabilization funds.

TESTIMONY ON SB 2013
HOUSE APPROPRIATIONS COMMITTEE
March 10th, 2015
By: Stephanie Gullickson, Director Fiscal Management
701-328-2176 or sgullickson@nd.gov
Department of Public Instruction

Mr. Chairman and Members of the Committee:

Good morning, my name is Stephanie Gullickson, Director of Fiscal Management for the Department of Public Instruction. I am here to provide you information regarding the Department's 2015-2017 appropriation request. I would like to start by bringing your attention to the budget book that you have been given this morning.

Since the Department's budget is large and includes three outlying agencies, the budget documents are separated by pre-printed tabs. The first tab includes information relative to the Department's 2015-2017 budget request including a funding analysis worksheet, optional package information and required reporting on the Initiative Pool funds.

The second tab labeled 'Flow-Thru State Grants' has information related to the State flow-thru grants including their budget requests, narratives and legislatively required annual reports. Tab number three is labeled 'School Finance Statistics' and covers numerous areas including enrollments, resident births, teacher salary

information and the Integrated Funding Formula narrative and worksheets. Mr. Jerry Coleman, Director of School Finance is here today to answer any questions related to State Aid to School Districts.

There are also tabs for the outlying agencies; ND School for the Deaf, ND State Library and ND Vision Services. Each of these agencies will be providing their own information and testimony today following DPI's testimony.

The first two pages of the budget book are agendas listing the speakers for today's hearing. In addition, there is a list of staff members responsible for each of the Department's optional packages who are available today for any questions you may have. The second page of the agenda lists the Pass-Thru Grants along with their contacts some of whom are available today. The following page is a Table of Contents for all the informational pieces included in the Department's budget document.

Page 1 of the budget book is a spreadsheet giving the overview of the Department's Administrative Funding. On the left side of the pages, the budget is broken down into categories such as Administration (which includes salaries and operating), Integrated Formula Payment, Other Grants, Special Line Items and finally totals the budget by funding source. Column 1 is the current 2013-2015 Legislative Appropriation. The estimated expenditures for the current biennium are in Column 2. Column 3 is the variance between the current appropriation and estimated expenditures which is the amount the Department anticipates will be the unexpended

appropriation for the current 2013-2015 biennium. At the bottom of page 2, column 3 shows that roughly $41 million in general funds will be turned back to the state's general fund at the end of this biennium which calculates to a less than 2% of NDDPI's total budget. Column 4 is the Department's 2015-2017 budget request while column 5 is the Executive Recommendation. Column 6 is the current budget passed by the Senate and reflected in the Engrossed SB 2013. Again, at the bottom of page 2, column 1 you can see that the Department's current budget is $2.161 billion ($2,161,019,034) while the Engrossed SB 2013 total in Column 6 is $2.449 billion ($2,449,114,980.) which is an increase of over $288,095,946 million or roughly 13.3%. The breakdown of increase or decrease between the current budget and 2015-2017 Senate version for the general, federal and special fund streams are as follows:

General Fund Increase: $ 216,411,838

Federal Fund Decrease: - $ 7,144,798

Special Fund Increase: $ 78,828,906

The majority of the general fund increase that NDDPI is requesting would be in the Integrated Formula payment for State School Aid ($199,483,850) while the remaining increase is from our optional packages and Executive Compensation Plan. The federal funding anticipated decrease has to do with minor decreases in several of the US Department of Education grants. The large increase in special fund authority is for the Integrated Formula payment to school districts for State Aid. These special

funds are transferred from the Common Schools Trust Fund to the Department for inclusion into the Integrated Formula for State School Aid.

On Page 3 is a graphic that depicts how our $2.161 billion dollar budget is expended. The majority of NDDPI's budget is funding that is delivered to school districts through the State Aid formula, Transportation funding or federal grants to school districts for programs such as Title I, Special Education or USDA Nutrition Programs.

During the 63rd Legislative Assembly, NDDPI was given a one-time funding item of $2,750,000 in general funds for our requested optional packages. These funds were put into a special line item titled 'Initiative Pool' (HB 1013, Section 2). The purpose of the pool was to allow DPI some discretion on how we spent these funds within the approved areas. Page 4 is an expenditure summary report on the DPI Initiative Pool. The first column has the approved subject areas in which the funds could be spent with the second column listing the amounts DPI requested during the 63rd legislative session. The last column shows the total expenditures to date for the Initiative Pool for each subject area. At the bottom of the table you can see that we have spent almost 62% of the funds to date. All but roughly 5% of the pool funds have been obligated in some manner and we anticipate spending the full $2.75 million by the end of this biennium.

Starting on Page 5 through 12 is a narrative report on how the One-Time Initiative Pool funds have been spent by approved subject area and some of the

outcomes as a result of the expenditures. We appreciate the discretion given to the Department to spend the funds within any of the approved subject areas and we have and will continue to utilize these funds in a fiscally responsible manner that allows the state the best outcomes for monies spent.

Page 16 has the listing of the Department's Optional Requests for 2015-2017 biennium. Column 2 is the general description of the optional request, column 3 lists the amount of funds NDDPI already has in the base budget for each request while column 4 is the amount of our optional requested increase. Column 6 is the amount included in the Executive Recommendation, while Column 7 is the Senate action from the engrossed bill. I will highlight a few of these optional requests.

The first priority optional request is General Fund Salary dollars for equity increases. The Department has had significant issues with recruitment and retention of qualified staff. To date this biennium we have had twenty-one (21) positions vacated so we have experienced a continuous round of recruitment and training. Hiring staff for the higher level positions of Director and Assistant Director continues to be our most problematic area, especially in the positions that require a master's degree in education and three to five years of administrative experience. Because we are an education agency, we compete with school districts for the same candidates and NDDPI salaries are not competitive with the regional market for educators. In addition to further complicate the issue, NDDPI's average salary is only 87% of the market policy point or mid-point of the employee's respective grades. The Market

Policy Point is the middle of the salary range and serves as the reference point for comparing salaries to market pay. NDDPI's average salary of 87% of the market policy point (or mid-point) falls about 7% below other state employees in similar grades and positions. This department average salary is low, even though the average years of service for DPI employees is 9.9 years. State employees with this many years of service are intended to be further along in their salary quartiles than our current employees, especially for an experienced professional workforce.

A couple examples of the challenges the Department has encountered while trying to fill these vacant positions include the Academic Standards Unit Director position and the Assistant Director of Bilingual and ELL Programs. The individual who was the Academic Standards Unit Director started in the Department in July 2012 in the Teacher & School Effectiveness Unit and was internally promoted in August 2013. Before he began work in the Department, he was a teacher, principal and school superintendent in North Dakota schools. However, in July 2014 after one year as the unit director, he was hired as the curriculum director for Bismarck Public Schools for nearly $30,000 more than we could offer him at the Department. We have been unable to find a candidate with similar experience to fill this position at the current salary we can offer. The other example is the ELL Assistant Director. The employee that resigned from this position chose to do so since she could work at a local Regional Education Association (REA) making more money working three days per week than she was making full time working for DPI. In our efforts to recruit for

this position, one candidate we tried to offer the position declined as she was making more working 9 months at a local school than she could make working 12 months for DPI. Another applicant that interviewed considered moving to ND even after sharing with us that ND is paying on average $20,000 to $30,000 lower than similar positions in other states, but once she discovered the high cost of housing in Bismarck, she withdrew her acceptance of the job offer. These are only a few examples of the numerous issues the Department has encountered trying to recruit and retain a qualified workforce. Pages 17-20 of your budget book detail additional issues we have experienced.

In addition to the equity funding, the first optional package also includes general funds to repurpose an existing position within the Department for an Assistant Director of School Finance. Currently, the Director of School Finance is the only individual in the department who holds the complete knowledge of all the complexities and calculations related to administering the State Aid Formula payment system. The Department would like to reclassify an existing position to Assistant Director of School Finance to provide an opportunity for succession planning and to ensure continuity of service can be provided to our customers.

NDDPI's optional package priority one in the amount of $293,308 is a reasonable first step toward trying to bring targeted hard to fill positions closer to the market salary. In the Executive budget, this particular optional requested was funded at $332,932 which is almost $40,000 greater than NDDPI's request. The Senate

removed the equity portion of the request for salaries but included $100,000 in general fund salary to allow the department some transitional funding to hire staff as part of a succession plan. The Department respectfully requests that in light of our difficulties recruiting and retaining qualified staff, the legislature considers including some salary equity funds in the Department's budget.

The second optional package is also for general fund salary dollars. These additional funds would be used for currently existing positions that were previously funded with federal funds. These FTE's have been re-purposed for state needs so utilizing federal funds would not be appropriate. A brief narrative on the duties of these positions are listed on page 20. This optional request was funded in the Executive Recommendation at roughly $16,000 less than the Department's initial request; however, we fully support the amount in the Executive Recommendation and will not be asking for the additional $16K. The Senate concurred and included the $277,351.

Optional packages 3 – 6 are for items currently funded by the one-time initiative pool. The Department needs to continue the work started this biennium with the Safe and Healthy Schools Unit, MIS system updates, Statewide Accreditation System and the Principal and Teacher Evaluation System Initiatives. The Executive Recommendation and the Senate fully supported each of these four requests.

The last optional package is for $ 1,858,000 additional state grant funds for the Adult Education Learning Centers. North Dakota has 17 Adult Learning Centers and 13 local satellite programs located across the state. These programs served over 3500

students including 1500 who received a GED and over 500 new Americans in 2013. The Department respectfully requests that you consider funding the full $1,858,000 for these adult learning programs. All these funds are granted to the learning sites and the Department will not keep any of these requested funds for administrative purposes. The increase in grant funding to the existing adult learning centers would allow them to add staff at the local level to serve the students they currently have on waiting lists, expand the satellite sites – especially in rural areas - and serve the continually increasing number of ESL (English as a Second Language) students migrating into the state.

For any of the seven optional requests, Department staff are readily available to provide you additional information or answer any questions as you consider potential funding levels for each of these requests.

The 2nd tab in the binder holds information relative to the State Flow-Thru Grant Requests from the various agencies that are included in the Department's budget. Page 28 has the summary spreadsheet that lists all the entities, their current base budget amount, their optional package request, the amount included in the Governor's Executive Recommendation, and the amount included by the Senate. These entities will be available today or in the future to discuss their budget requests with the committee. For your review, pages 29-39 has narrative detailing each of the respective programs and their budget request justification.

Last session, HB 1013, Section 16 required the State Superintendent to develop a format for reporting on the cost per participant and the outcomes of the state flow-thru

grants. We have completed this requirement and the annual reporting results for the first year of the biennium are included in the budget book starting on page 40-43.

Mr. Chairman, this concludes my remarks and I thank you for the opportunity to discuss the budget priorities of the Department of Public Instruction. I would be happy to take any additional questions from the committee before the ND School for the Blind / Vision Services presents. Please feel free to contact me or other Department personnel to answer any questions or provide further information. Thank you.

2C

North Dakota School for the Deaf

Resource Center for Deaf & Hard of Hearing

"Serving all North Dakotans with Hearing Loss"

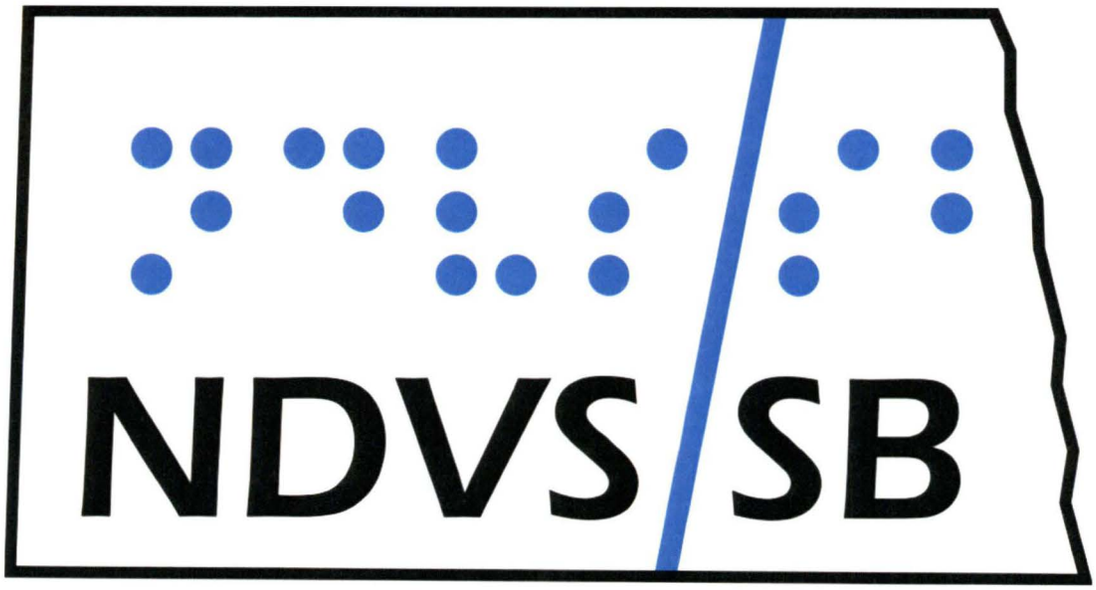
ND School for the Deaf

2d

ND State Library

North Dakota STATE LIBRARY

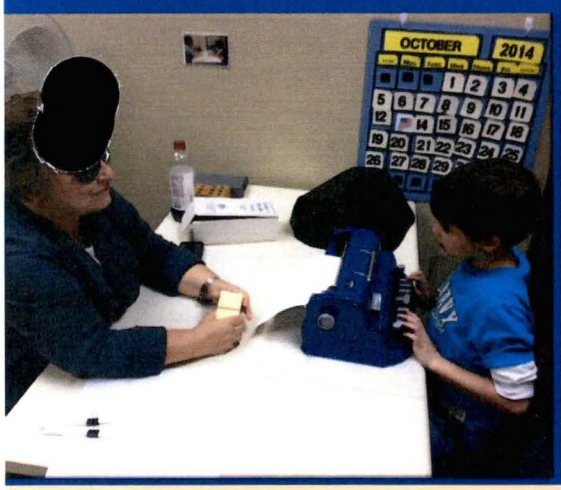
2e



Attachment #3
SB 2013
3/10/15 AM

NDVS/SB

Testimony to the House Education and Environment Committee Senate Bill #2013



North Dakota Vision Services/ School for the Blind

A Division of the Department of Public Instruction

500 Stanford Rd • Grand Forks, ND 58203
www.ndvisionservices.com

March 10, 2015

#3
SB 2013
3/10/15 AM

Table of Contents

Testimony – Paul Olson 1

Client Services Data 5

Persons Served by Region 6

2013-2015 Appropriation and Status on One-Time Funding Items 7

SB 2013 Budget Request 8

Operating & Capital Asset Optional Requests 9

Conclusion 11

Appendix A – Historical Time Table A-1

Appendix B – Construction Update B-1

Appendix C – Phase 2 - Buildings & Grounds Master Plan C-1

Appendix D – North Dakota Association of the Blind (NDAB) Letter D-1

Appendix E – Parent Letter E-1

Appendix F – 2014-2015 NDVS/SB Short Term Programs F-1

Appendix G – 2015-2017 Budget Request G-1

Student learning daily living skills

Students learning orientation & mobility skills by play the game Treks

Testimony – Paul Olson

Chairman David Monson and Members of the House Education and Environment Committee:

My name is Paul Olson I am the current superintendent of North Dakota Vision Services/School for the Blind (NDVS/SB). Tami Purcell, Business Manager and I will provide testimony relative to Senate Bill #2013.

It is a pleasure to speak before you today and share an historical perspective plus the mission and vision of NDVS/SB.

Mission of NDVS/SB: To function as a statewide comprehensive resource working cooperatively with related agencies in providing a full range of services to persons of all ages who are blind or visually impaired, including those with additional disabilities.

Vision of NDVS/SB: To inspire hope and the desire to achieve in our students as we strive to be leaders in the field of visual impairment.

Historical Perspective

- Listed in the time table in Appendix A
- We are most appreciative of the support NDVS/SB received in the 2013-2015 biennium to fund the renovation of the west wing of the building and addition of an elevator in our south wing which greatly enhanced accessibility for our students. You will note in Appendix A that this project was substantially completed in 2014 and is considered one of our significant milestones.

Programming and Services

NDVS/SB provides services through a model that is absolutely unique in the United States. No other school for the blind provides a combination of outreach and short-term programs for students. Furthermore, no other school or agency in the United States attempts to provide the full range of services to all ages. **NDVS/SB is both a school and a rehabilitation agency.**

Outreach – Birth through High School

Six regionally based teachers of the visually impaired travel to homes and local schools on a daily basis to provide assessment, consultation and instruction. A major focus of outreach is providing emotional support and guidance for families.

Center Base - Short Term Programs for K-12

NDVS/SB offers individual and small group instruction in Grand Forks. This one-on-one instruction provides each student with school days filled primarily with specialized learning. There is a powerful element of self-awareness and confidence when peers share similar experiences unique to the world of visual

impairment. The friendships and support that develops among students is priceless.

Adult Services
Three Rehabilitation Vision Specialists provide outreach services regionally throughout the state. These professionals will do home visits to assess the needs of the adult client, provide instruction and refer the client for center-based instruction. Individuals with visual impairments experience varying degrees of need for professional services depending upon age, lifestyle, community characteristics and their own unique visual functioning

Six weeks of center-based training weeks are spread throughout the calendar each year to provide intensive one on one instruction to help individuals regain and maintain their independence.

The Vision Resource Center (VRC)

The VRC is a library and much more. Many specialized materials are distributed to individuals and schools statewide. Some of the materials available include: books in Braille, large print, audio books, descriptive videos and educational kits.

Collaboration

NDVS/SB works hand-in-hand with medical providers, eye doctors, infant development programs, public schools, the American Printing House for the Blind, the ND State Library, the Department of Vocational Rehabilitation and the Interagency Project for Assistive Technology to name a few partner organizations.

<u>Targeted Instruction in the Expanded Core Curriculum</u>

- Expanded core curriculum is provided in the following areas:
  - *Daily Living Skills* (May include dressing, grooming, food preparation, social graces, housekeeping, and clothing care)
  - *Braille* (Includes instruction in reading and writing braille, and braille music)
  - *Orientation and Mobility* (Consists of instruction in the white cane, public transportation, telescopic aids, street crossings, and stairway negotiation)
  - *Assistive Technology* (Access to the computer using large print, braille, or synthetic speech output, and use of the closed circuit television and other devices)
  - *Career Education* (Includes interviewing skills, work attitudes, information about colleges, job shadowing, and job exploration)
  - *Recreation/Leisure* (Includes team games, athletics and other leisure activities that focus on the development of life-long skills)
  - *Social Interaction Skills* (Includes learning ways to relate to others and to examine their own personal development)
  - *Visual Efficiency Skills* (Includes learning techniques to use their existing vision with proper modification and aids)

- *Self-Determination* (Includes learning to advocate for themselves)
  *One unit of credit is earned by the student for 120 contact hours becoming part of their local high school transcript

- See NDVS/SB brochure

National Involvement:

Deb Johnsen and Candy Lien (Teachers of the Visually Impaired) attended the "Getting In-Touch with Literacy" conference. This conference further pointed toward the need for better outcome measurements for VI students and increased efforts to use standardized, evidence-based assessment tools.

Tracy Wicken (Technology Instructor) and Lori Mattick (Teacher of the Visually Impaired) attended the Technology Forum at the Perkins School for the Blind in April 2014

Linda Kraft (Teacher of the Visually Impaired) selected as an American Printing House of the Blind (APH) Fellow and traveled to the annual meeting in Louisville Kentucky compliments of APH.

Major Accomplishments

Major renovation of west wing was completed—fall 2014. The west wing houses Community High School which is an alternative program under Grand Forks Public Schools. Students were in classrooms by September 2nd—meeting a very tight timeframe. The NDVS/SB elevator component of the project was completed by September 30th. Updating of HVAC and electronic temperature control in other parts of the building were also completed.

Significant steps have been taken to better measure learning outcomes for students who attend short-term programming. Dr. Tessa McCarthy, Ph.D. (North Carolina Central University) continues to work with NDVS/SB to develop tools to assist in measuring student outcomes and program evaluation. She visited in August 2014 and continues to work with our Visions Strategic Planning Team to improve outcome measurements.

Ongoing strategic planning between NDVS/SB and North Dakota Vocational Rehabilitation with an emphasis on assisting transition age students be ready for college and/or career. Enhancing transition services leading to employment is a priority for the future.

The annual Family Weekend was held in Bismarck in 2014 with 17 families attending. This was a very successful event and the largest one to date. The North Dakota School for the Blind Foundation continues to support this valuable yearly event.

Recruitment of several professional staff in key positions: Regional Coordinator in the Minot/Williston region, Orientation & Mobility Specialist, Teacher of the Visually Impaired in Grand Forks and Vision Resource Center Librarian.

The NDVS/SB website was enhanced with the addition of The Store catalog. The items included in this online catalog make acquisition of special aids and equipment much easier and convenient for blind consumers.

NDVS/SB Adult Training program was featured in the Grand Forks Herald. The story of a local man who lost his vision completely within the past year was detailed. This media coverage is very beneficial in increasing overall public awareness of adult services.

Early Head Start Program under supervision of Mayville State University began operation September 8, 2014—leasing space on the 2nd floor of NDVS/SB south wing. This program aids young parents in Grand Forks and is a nice fit with the future of NDVS/SB.

New office space was selected and developed for NDVS/SB staff in Fargo in conjunction with staff from ND School for the Deaf. Collaboration and sharing of resources among staff is greatly enhanced.

Full accreditation through National Accreditation Council for Blind and Low Vision Services continues through 2017.

Agency Future Critical Issues

- Implementing Facility Master Plan to ensure long-term viability and accessibility of the building.
- Re-evaluation of the Long-term Strategic Plan to proactively prepare for future demands.
- More collaboration with other agencies and focus on assisting individuals to access appropriate training leading to employment is necessary. Unemployment rates for people with visual impairment continues to be extremely high.
- There is a significant need for improved, formal low vision evaluation for students in North Dakota given the rural nature of the state and the lack of eye care specialist specializing in low vision care.
- Recruitment of qualified staff and personnel throughout the state to meet the unique needs of students and adults with visual impairment will continue to be a major concern due to retirements and limited number of university programs that train professionals.
- On-going professional development to meet an increasing need to teach assistive technology to people of all ages.

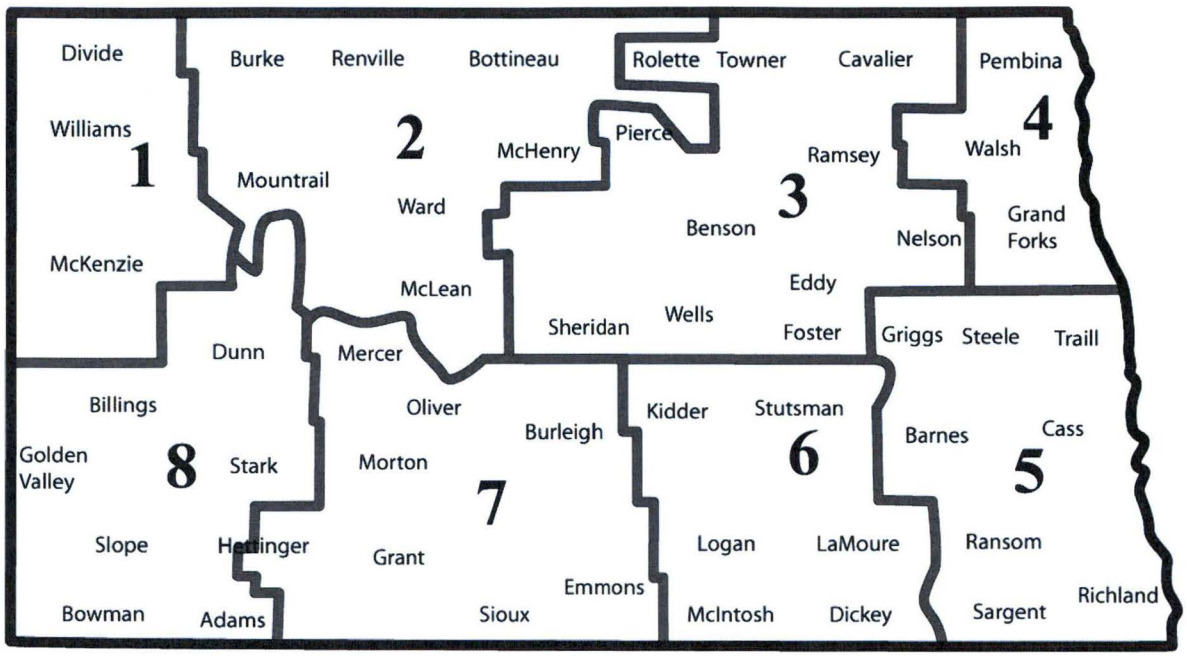
From the **Grand Forks Herald**: N.D. School for Blind in Grand Forks teach adults to cope with vision loss.

Client Services Data

Services Provided	2011-2013 Biennium	7/1/2013-12/31/2014 18 Months
Clients Served (Unduplicated):		
Infants/Students	307	274
Adults	206	169
Total	513	443
Vision Resource Center:		
New Loans	2,777	1,659
Talking Book Machines (quarterly)	1,776	1,228
"Reaching Out" Newsletter (circulated quarterly)	1,394	416
APH Federal Registry	275	339
Store Sales (Invoices)	511	359
Braille Access Center (pages)	17,014	8,719
Short-term Center Based Programs (Persons Served):		
Short Term Programming	149	115
Adult Week	63	43
Summer Camps	43	14
Evaluations, Consultations and Instructions (Services Provided):		
Consultations	1,669	1,353
Evaluations	330	242
Instruction	9,366	6,736
In-Service Training (Attendees)	1,732	1212

Adult Services	2011-2013 Biennium	7/1/2013-12/31/2014 18 Months
Total Adults Served	206	169
Adult Evaluations, Consultations and Instructions (Services Provided):		
Consultations	625	568
Evaluations	41	11
Instruction	2,246	1,417
Adults Served at Center Base	92	66

Persons Served By Region
July 1, 2013 to December 31, 2014



Region 1 - Williston
Infants/Students: 10
Adults: 7
Total: 17

Region 2 - Minot
Infants/Students: 45
Adults: 19
Total: 64

Region 3 - Devils Lake
Infants/Students: 22
Adults: 5
Total: 27

Region 4 - Grand Forks
Infants/Students: 36
Adults: 58
Total: 94

Relocated/Out of State
Infants/Students: 7
Adults: 4
Total: 11

Region 5 - Fargo
Infants/Students: 58
Adults: 36
Total: 94

Region 6 - Jamestown
Infants/Students: 34
Adults: 15
Total: 49

Region 7 - Bismarck
Infants/Students: 35
Adults: 22
Total: 57

Region 8 - Dickinson
Infants/Students: 27
Adults: 3
Total: 90

Totals
Infants/Students: 274
Adults: 169
Persons: 443

2013-2015 Appropriation and Status on One-Time Funding Items

	Original Appropriation	Current Appropriation	Expenditures as of 12/31/2014	Remaining Appropriation
Expenditures by Line Item				
25310 Salaries and Wages	4,415,180.00	4,415,180.00	2,964,134.04	1,451,045.96
25312 Accrued Leave Payments	87,463.00	87,463.00	19,375.74	68,087.26
25330 Operating Expenses	720,806.00	720,806.00	481,576.99	239,229.01
25350 Capital Improvements	3,324,400.00	3,324,400.00	3,145,272.65	179,127.35
Total Expenditures	**$8,547,849.00**	**$8,547,849.00**	**$6,610,359.42**	**$1,937,489.58**
Expenditures by Funding Source				
General Funds	7,694,093.00	7,694,093.00	6,130,682.32	1,563,410.68
Special Funds	853,756.00	853,756.00	479,677.10	374,078.90
Total Expenditures by Source	**$8,547,849.00**	**$8,547,849.00**	**$6,610,359.42**	**$1,937,489.58**

Time Spending Items:

Technology Equipment	$ 20,000.00	Partially Purchased 12/2014
West Wing Renovation & Elevator - South Wing	$ 3,192,500.00	Substantially Completed 11/2014
Extraordinary Repairs	$ 90,129.00	To be completed Spring 2015

	NDVS Request					
	Base Budget Request	Optional Request	Total	Executive Recommendation	Senate Changes	Senate Version
Salaries and wages	$4,535,090	136,069	$4,671,159	$5,108,756	(324,515)	$4,784,241
Accrued Leave Payments	0	-	$0		-	0
Operating expenses	709,506	157,740	867,246	864,706	-	864,706
Capital assets	62,954	1,609,000	1,671,954	1,671,954	(1,590,000)	81,954
Total all funds	5,307,550	1,902,809	7,210,359	7,645,416	(1,914,515)	5,730,901
Less estimated income	558,680	340,000	898,680	1,236,823	(604,980)	631,843
Total general fund	**$4,748,870**	**$1,562,809**	**$6,311,679**	**$6,408,593**	**($1,309,535)**	**$5,099,058**
Full-time equivalent positions	30.00	1.00	31.00	30.00	-	30.00

Optional Requests:

	Executive Recommendation			Senate Version			Change		
	General Fund	Other Funds	Total Funds	General Fund	Other Funds	Total Funds	General Fund	Other Funds	Total Funds
Ongoing									
Operating expenses	107,200		107,200	107,200		107,200	-	-	-
Position reclassification	49,960		49,960	49,960		49,960	-	-	-
Low vision clinic	5,000		5,000	5,000		5,000	-	-	-
Executive compensation	281,625	48,142	329,767	188,029	33,162	221,191	(93,596)	(14,980)	(108,576)
Targeted market equity	215,939		215,939	-	-	-	(215,939)	-	(215,939)
Total Ongoing	**$ 659,724**	**$ 48,142**	**$ 707,866**	**$ 350,189**	**$ 33,162**	**$ 383,351**	**($309,535)**	**($14,980)**	**($324,515)**
One-Time									
Building improvements	1,000,000	590,000	1,590,000	-	-	-	(1,000,000)	(590,000)	(1,590,000)
Special assessment payoff		19,000	19,000	-	19,000	19,000	-	-	-
Operational equipment		21,000	21,000		21,000	21,000	-	-	-
Total One-Time	**1,000,000**	**630,000**	**1,630,000**	**-**	**40,000**	**40,000**	**(1,000,000)**	**(590,000)**	**(1,590,000)**
Total Budget Changes	**$1,659,724**	**$678,142**	**$2,337,866**	**$350,189**	**$73,162**	**$423,351**	**($1,309,535)**	**($604,980)**	**($1,914,515)**

NDVS/SB has experienced a 22% staff turnover to date this biennium as a December 31, 2014.

Per HRMS, positions are experiencing a market lag of over 11%.

NDVS supports the Executive recommendation for a competitive salary package to recruit and retain qualified employees.

Operating & Capital Asset Optional Requests
(Does not include compensation)

Priority	Optional Packages	Request	Executive Recommendation	Senate Version	One Time/ Ongoing
1	Increase Operating	107,200.00	107,200.00	107,200.00	Ongoing
2	Special Assessments	19,000.00	19,000.00	19,000.00	One Time
3	Position - Western ND & Operating	160,609.00	49,960.00	49,960.00	Ongoing
4	Phase 2 Blg & Grounds Masterplan	1,590,000.00	1,590,000.00	-	One Time
5	Low Vision Clinic	5,000.00	5,000.00	5,000.00	Ongoing
6	Operating - Equipment	21,000.00	21,000.00	21,000.00	One Time
	Total	$ 1,902,809.00	$ 1,792,160.00	$202,160.00	

1. Operating Request. Current operating budget has no excess. This request includes: AVI maintenance (Polycom) $3,300, costs related to per diem increases and State Fleet mileage increases $29,500, utility increases $31,000(+23%), rent increases for satellite offices in Bismarck, Jamestown, Fargo and Minot $5,400, ITD increases for data charges $10,000, maintenance supplies $3,000, professional consultation to update strategic plan $3,000 and to purchase instructional equipment $22,000. **Included in the Senate Version and funding source is General Funds.**

2. Special Assessments. Request is to pay off special assessments assessed by Grand Forks for a Stanford Road street project completed in 2013. **Included in the Senate Version and funding source is Special Funds.**

3. Originally NDVS requested an additional FTE to serve western ND. The Executive Budget reclassified an existing vacant position from a Vision Assistant to an Orientation and Mobility Specialist (para professional position to professional position). NDVS will continue to evaluate our programs and will creatively find an alternative plan for the Vision Assistant position. **NDVS concurs with the Senate Version to reclassify the vacant position. The amount included is $27,000 salary and $22,000 operating for a total = $49,960, General Fund.**

4.

Current entrance of NDVS/SB is obscure and difficult to locate.

Proposed location for new entrance is more accessible.

North Dakota Vision Services/School for the Blind
Project Cost Estimates

Estimated Construction Costs		
A	First floor, entry and HVAC renovations	$520,000
B	Hazardous material (asbestos) removal	$85,000
C	Second floor renewal and renovation	$530,000
D	Repair and upgrade site lighting	$20,000
E	Replace original load center in Garage/Shop/Steam House	$20,000
F	Replace original Garage/Shop lighting and electrical devices	$60,000
	Total Estimated Project Costs	**$1,235,000**
Other Project Costs		
G	Construction Contingency	$120,000
H	Architecture & Engineering fees and expenses	$115,000
I	Inflation to 2016 construction (see note 1)	$120,000
	Total Estimated Other Project Costs	**$355,000**
	Total Estimated Project Cost	**$1,590,000**

Note: Construction cost estimates represent 2014 dollars. Adjustments should be made for inflation if projects are implemented in the future. The proposed renovations are improvements that would not only enhance service delivery but would also be an investment in the building in the upcoming decades.

The Executive Budget proposal funded the project $1,000,000 in General Funds and $590,000 Special Fund. NDVS/SB concurs with the Executive Budget. This project was not funded in the Senate Version.

5. Low Vision Clinic. North Dakota lacks a system for adequately assessing the needs of students with low vision. A partnership between NDVS/SB, the NDSB Foundation, and regional optometrists is proposed to provide an annual, one day clinic to assess students and provide appropriate low vision interventions and optical aids. The $5000 appropriation would cover professional fees for optometrists, travels costs, possible space rental, etc. The clinic will be conducted at NDVS/SB in 2015 and in Bismarck in 2016. The approach is based on a model piloted in Minnesota which has proven to be both cost effective and positive for student educational outcomes. **Included in Senate Version and General Funds.**

6. Maintenance/Building Equipment. During the current biennium, our operating expenses are at budget with no excess. Therefore, we are not able to purchase any additional items. This request includes: sweeper attachment for lawnmower/tractor $4,000, replacement of 3 air conditioners $9,000, washer/dryer $2,500, refrigerator $3,000, floor cleaners and vacuums $2,500. **Included in Senate Budget and using Special Funds.**

Conclusion

NDVS/SB is a small state agency with a growing mission. Our mission is to effectively continue as a statewide resource and provide full range of services to persons of all ages who are blind or visually impaired. This range of services has expanded in recent years to include intensive instruction in assistive technology for both children and adults. Both the number of people needing this service has increased as well as the level of technical expertise needed to adequately provide training. We also plan on increased attention in helping transition age students become as ready as possible for college or career. These are challenging yet exciting new demands that we are eager to meet head on.

The resources available to provide these wide ranging services have historically been appropriate to meet the needs as the mission of NDVS/SB has expanded. It is our long-standing tradition to work as efficiently and economically as possible in providing both outreach and short-term programming. Emphasis on efficiency and effectiveness will continue as we go into the coming biennium and beyond.

A challenge for NDVS/SB is recruiting and retaining both contracted (teachers) employees and classified employees. NDVS/SB supports the Executive decision to include target equity compensation for the 2015-17 compensation package. We thank you for addressing teacher compensation over the last several years that has enabled NDVS/SB to compete with other education units within North Dakota.

It is our request that the House Education and Environment Committee support the base budget and optional packages that were supported by the Governor's office and recommended by the senate. It is also our hope the additional consideration be given to the renovation that was originally proposed should state revenue projections improve. These building improvements would serve North Dakota well in the upcoming decades.

Thank you members of the North Dakota legislature for your ongoing support for North Dakota citizens with visual impairment.

Fall Fun with Elementary Students

Student learns to use vision efficiently

Historical Time Table

North Dakota Vision Services/School for the Blind has followed an interesting path to the dynamic outreach/center-based programming format followed today. Below are some highlights:

1908 North Dakota School for the Blind opens in Bathgate with 25 residential students

1961 Modern facility opens, with relocation to Grand Forks

1967 NDSB Band performs at the Multi-District Lions Convention in Regina, Saskatchewan; they end their visit with a "Command Performance" for Princess Alexandra, cousin of the Queen

1980 NDSB Pop Singers, accompanying themselves with electric guitars, bass, drums and keyboard, perform at the opening session of the Helen Keller Congress held in Boston on her 100th birthday

1991 NDSB becomes a division of the ND Department of Public Instruction

1994 State legislature changes programming focus to outreach model

1996 Major renovation converts former residence facility into instructional centers and offices

1997 State legislation enables operation of The Store to provide a convenient source of low-vision aids

1998 Major renovation converts former pool building to accommodate center-based programming needs

1999 Braille Access Center begins operation

2001 State legislature officially changes name to North Dakota Vision Services/School for the Blind

2001 Legislature clarifies mandate for NDVS/SB to serve persons of all ages

2008 Centennial Celebration of NDVS/SB

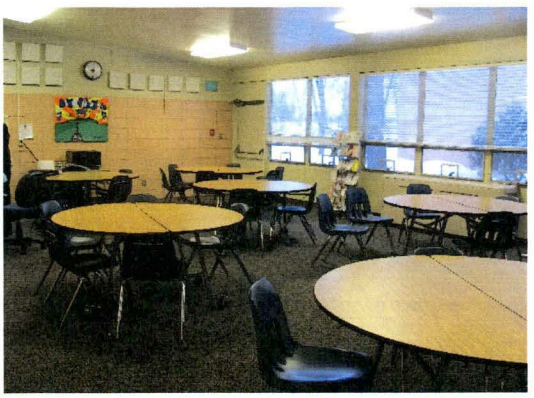
2012 Completed Buildings and Grounds Master Plan

2014 West Wing renovation and elevator installation in the South Wing

Construction Update

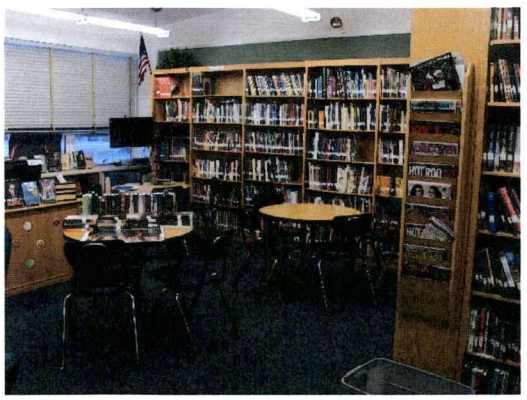
During 2014, NDVS embarked on a 3.2 million dollar renovation project to the West Wing and installation of an elevator to the South Wing. As of 10/01/2014, we are estimating to be under budget.

Before

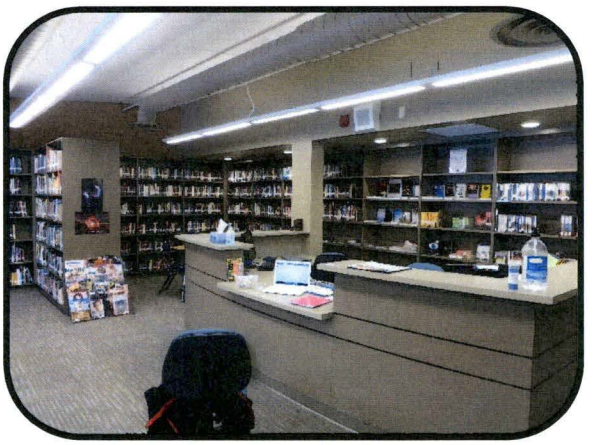


After

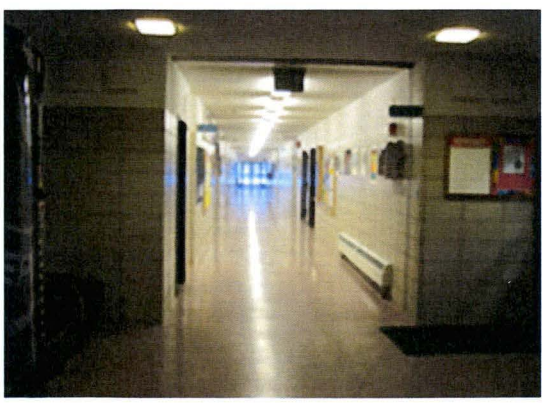
Before



After



Before



After

Elevator Installation

Phase 2 - Buildings and Grounds Master Plan

Please see the attached document

North Dakota Association of the Blind

July 2, 2014
DPI Superintendent Kirsten Baesler
State Capitol, Dept. 201
600 East Boulevard Ave.
Bismarck, ND 58505

Dear DPI Superintendent Baesler,

Enclosed in this letter is a resolution which addresses the upcoming biennial budget for North Dakota Vision Services/School for the Blind (NDVS/SB), administrated within the North Dakota Department of Public Instruction (DPI). This resolution was adopted unanimously by the members of North Dakota Association of the Blind at their recent Annual State Convention on Sunday, June 15th in Fargo.

About North Dakota Association of the Blind (NDAB): Our organization was chartered as a membership organization of North Dakotans who are blind and visually impaired in 1936. A majority of the members of our statewide organization are people who have sight loss. As an organization, we espouse no political party philosophy or affiliation whatsoever.

As our resolution states, it is our intent to advocate for an appropriation for resources that would include the specific additional programmatic services listed in our resolution for North Dakota Vision Services/School for the Blind during the upcoming 64th session of the North Dakota Legislature. It is our hope that you, in consultation with the Governor and his Office, the administrators in the Office of Management and Budget, and Paul Olson, Superintendent of North Dakota Vision Services/School for the Blind, would consent to adopt an appropriation that includes the specific expenditures listed for NDVS/SB, as we've proposed for the State budget which is presented for consideration by the North Dakota Legislative session that convenes in January 2015.

We are advocating for these resources because we well know that the services that we've listed are critically needed to help children and adults with sight loss obtain the specific blindness skills training they need to live more independent, productive and fulfilled lives.

Please know that we would very much welcome the opportunity to meet with you, state government administrators and/or legislative leaders to address the needed increased appropriation for the programmatic services that NDVS/SB offers to North Dakotans who are blind and visually impaired.

Your consideration of this request is sincerely appreciated! Thank you!

Allan Peterson, NDAB Legislative Liaison
Allan Peterson
C: North Dakota Governor Jack Dalrymple,
C: Ray Holmberg, Chair, North Dakota Senate Appropriations Committee
C: Paul Olson, Superintendent, North Dakota Vision Services/School for the Blind

North Dakota Association of the Blind

NDAB Resolution 2014-02:
Biennial Appropriation for North Dakota Vision Services / School for the Blind (NDVS/SB)

Whereas, an independent demographic study has projected that by the year 2015, a minimum of 14,335 citizens of the state will have experienced medical conditions that will have resulted in a significant loss of their sight, of this number 10,283 will fit the definition of persons with "low vision" and the remaining number in excess of 4,000 will fit the definition of persons that are "legally blind"; and,

Whereas, the loss of eyesight is a major life altering disability that requires specialized and specific rehabilitation skills training to help people of any age cope with this condition; and,

Whereas, North Dakota Vision Services / School for the Blind in Grand Forks has all the components of a comprehensive center based program, is recognized regionally and nationally, as a program that is of excellence and high quality which has the capability and capacity that allows it to serve people of all ages (i.e. it has both children and adult oriented training programs); and,

Whereas, children and adults with sight loss, who receive a regimen of specific, comprehensive, intensive center based blindness skills training, such as that which is available at NDVS/SB, are employable and are capable of functioning with a high degree of independence;

Now, therefore, be it resolved by the North Dakota Association of the Blind in Convention assembled on this date of Sunday, June 15th, 2014 at the Country Inn and Suites in Fargo, urge the Governor, in his budget to the Legislature, and the 64th North Dakota Legislative Assembly that convenes in January of 2015, maintain and increase funding for North Dakota Vision Services / School for the Blind in the state budget for the 2015 -2017 biennium so that the NDVS/SB appropriation will,

(1) Add one FTE to the NDVS/SB staff for the specific purpose of providing orientation and mobility instruction with the white cane for children and adults who are visually impaired that live in the western communities of our state and,

(2) Provide funding so that the needed improvements and repairs that have been identified can be made to the NDVS/SB facility in Grand Forks, and

(3) Add funding capacity to the NDVS/SB budget so that an annual "low vision" clinic can be conducted to assist K-12 children who have visual impairments, and

(4) Provide for a sufficient raise in NDVS/SB's appropriation that will enable them to meet the increased demands to educate and train people of all ages who are blind and have sight loss.

Jeremy & Amy Norby
10731 17th St. SW
Manning, ND 58642
December 8, 2014

Chairman Ray Holmberg and members of the Senate Appropriations Committee

North Dakota Vision Services / School for the Blind have done so much for our 11 year old daughter over the past 7 years. We live in a rural area in southwest North Dakota. Having a vision teacher come to our school at least twice a month has enabled our daughter to excel in the classroom.

Mrs. Verlinde has provided our daughter with tools to enhance her low vision. She has taught her braille along with strongly advocating to our school officials her need of an I-pad for the classroom to have her classroom books on & as a tool to hook into the smart board. Our daughter has loved this capability as she can see the smart board so much better for note taking along with being able to sit anywhere in the classroom. Mrs. Verlinde has also advocated the purchase of a limelighter for band which will allow our daughter to have her music enlarged in a way that she is still able to follow along with out so many pages of music. Our daughter is very light sensitive and standard florescent lights are too bright and further deplete her daughter's vision when she is around them. Mrs. Verlinde has been able to get the school to have larger print of our daughter's classroom material and for more appropriate lighting in the classroom.

Our daughter attends the Kids Week Program generally both in the fall and spring in Grand Forks. These weeks with the School For The Blind staff enables our daughter to enhance her daily living skills, mobility skills and career education skills while being with other low vision kids like herself. What I appreciate most from North Dakota Vision Services/ School for the Blind is that they are preparing our daughter for what she needs before we even realize she needs it. Having this wonderful team of teachers apart of our daughter's life has made her quality of life much better. She is equipped with the tools she needs to see and function to the best of her abilities.

Sincerely,

Jeremy & Amy Norby

2014-2015

NDVS/SB Short Term Programs

"The best thing about the future is that it comes only one day at a time." President Abraham Lincoln

2014

Sept. 2	SCHOOL BEGINS
Sept. 14-19	Adult STP
Sept. 19-20	JAM for grades 7-12
Sept. 24	All Staff
Sept. 25-26	CVI Conference at NDSB
Sept. 30	Book Share Training in Fargo
October 5-10	Elementary Literacy STP
Oct. 16-17	Visions Forum
Oct. 19-24	Kids STP
Nov: 2-7	Teen Week/Careers
Nov. 16-21	Elementary Literacy STP
Dec. 7-12	Adult STP
Dec. 17-18	All Staff Meetings

2015

January 11-16	Elementary Literacy STP
Feb. 1-6	Teen STP Feb. 7-Goal Ball Event
Feb. 16-20	Winter break
Mar. 1-6	Adult STP
Mar. 17-19	All Staff Meetings
Mar. 22-27	Elementary Literacy STP
April 10-11	Family Weekend
April 12-17	Teen STP
April 26-May 1	Kids STP
May 13-15 in GF	Dakotas Chapter AER
May 21-22	Preschool STP
May 26-28	All Staff Meetings
June 5	School ends
*June 7-19	Adult STP
*June 22-26	Teen Camp (M-F)
*Aug 3-7	Kids Camp (M-F)

***Subject to change**

2015-2017 Budget Request

Line Item	Expenditures 2011-2013	Appropriation 2013-2015	Base Budget Request 2015-17	Optional Budget Request 2015-17	Executive Recommendation	Senate Version
Salaries & Wages	3,592,867.00	4,502,643.00	4,535,090.00	136,069.00	5,108,756.00	4,784,241.00
Operating	712,126.00	720,806.00	709,506.00	157,740.00	864,706.00	864,706.00
Capital Assets	59,739.00	3,324,400.00	62,954.00	1,609,000.00	1,671,954.00	81,954.00
Total	**$ 4,364,732.00**	**$ 8,547,849.00**	**$ 5,307,550.00**	**$ 1,902,809.00**	**$ 7,645,416.00**	**$ 5,730,901.00**
Funding Sources:						
General	3,797,127.00	7,694,093.00	4,748,870.00	1,562,809.00	6,408,593.00	5,099,058.00
Special	567,605.00	53,756.00	558,680.00	340,000.00	1,236,823.00	631,843.00
Total	**$ 4,364,732.00**	**$ 8,547,849.00**	**$ 5,307,550.00**	**$ 1,902,809.00**	**$ 7,645,416.00**	**$ 5,730,901.00**
FTE	29.50	30.00	30.00	1.00	30.00	[redacted]00

2015-17 Base Budget:

Salary line item includes teachers placed on the 2015-17 Composite Salary Schedule developed by HRMS.

The Operating base budget = 13% of the total budget

The base Capital Asset budget includes:

Base Budget Ext	$ 49,454.00
Repairs	-
HP ProLiant ML Server	$ 13,500.00
Total Base Capital Assets	$ 62,954.00

The two primary sources of Special Fund revenue are rental income and land department income.

Estimated 07/01/2015 Carryover of $459,314 plus $977,394 Special Fund Income = $1,436,708.
NDVS is projecting to expend $898,690 Special Funds during 2015-17.
Executive Recommendation = 06/30/2017 Balance of $238,000

North Dakota Vision Services/School for the Blind is a division of the
Department of Public Instruction,
Kirsten Baesler, State Superintendent
www.dpi.nd.gov

NDVS/SB does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

Foss
Architecture
&Interiors

Phase 2 Renovation Work

North Dakota Vision Services
School for the Blind

Grand Forks, ND

www.fossarch.com | 810 First Avenue North Fargo, ND 58102 | 1.888.236.1202

Table of Contents

Table of Contents 1

Background 3

Deferred Maintenance 4

Programmatic Needs 5

Phase 2 Scope of Work 6

Site Plan 7

First Floor Plan 8

Second Floor Plan 9

Project Cost Estimate 10

Background

North Dakota Vision Services/School for the Blind contracted with Foss Architecture & Interiors, Ltd., of Fargo, ND, in March of 2012 to conduct a campus assessment of the existing site and structures to address need for deferred maintenance and programmatic needs, both immediate and long range. The resulting assessment information was intended to provide the School with support in making decisions for the improvement and expansion of facilities so as to work towards a long range vision for development.

Phase 1 of renovations resulting from the assessment was implemented in 2014 and included:

- Renovation of the west classroom wing for lease to Grand Forks Public Schools for their Community High School and Adult Education.
- Installation of an elevator in the two-story south wing.
- Installation of site drainage utilities
- Replacement of garage unit heaters and ventilation
- Gymnasium air-handling unit replacement
- Heating piping replacement in tunnels
- Replacement of temperature control system
- Replacement of primary and secondary electrical service

Proposed Phase 2 renovations are intended to address immediate programmatic needs of NDVS/School for the Blind along with remaining deferred maintenance issues not addressed in Phase 1 work. Phase 2 work will include:

- Selective remodeling of first floor spaces of NDVS/SB to create a new, identifiable entry and reception, along with improved conference room space and offices dislocated during Phase 1 renovations.
- Abatement of hazardous (asbestos containing) materials in the second floor of the NDVS/School for the Blind.
- Renovate the second floor of the NDVS/School for the Blind to improve worn and outdated finishes, and renovate toilet rooms to improve appearance and accessibility. Improve lighting, power and data, and include installation of a new Variable Volume Refrigerant (VRV) HVAC system to replace numerous individual Air-conditioning units to improve performance and efficiency.
- Install automatic fire protection in areas not currently sprinklered.
- Repair and upgrade site lighting.
- Replace shop and steam house electrical service, lighting and wiring devices.

Existing Site:

457,765 SF / 10.5 acres

Existing Building:

49,144 SF

Constructed:

School/Dormitory	1961
Gymnasium Add'n.	1976
Swimming Pool Add'n.	1978
Dormitory Conversion	1996
Pool Conversion	1998
West Wing Renovation	2014

Deferred Maintenance

The school campus has been maintained in good to excellent condition despite the age. NDVS/School for the Blind facilities, and most recently GFPS Community High School/Adult Learning Center, have undergone extensive renovation. Minimal renovation has been completed to the second floor of the south wing, recently vacated by NDUS offices. The deferred maintenance items listed below identify those concerns that exist above and beyond what would be considered regular building maintenance and may require funding aside from the general maintenance budget. Deferred maintenance concerns are those items intended to rectify malfunction or deterioration of the existing physical plant, preserve existing facilities, or improve energy and building performance.

NDVS/School for the Blind

- Hazardous Materials (Asbestos) remains in the second floor area. Abatement should take place as part of a renovation project.
- There are numerous, individual split system air conditioning units in the 1959 two-story building to provide air conditioning. Currently, they are working, but will need replacement in the next few years. The air conditioning system in the two-story building should be upgraded to a Variable Refrigerant Volume System (VRV) utilizing an air-to-air heat pump with central compressor. This would increase system efficiency and minimize the number of compressor's in the system to maintain.
- Replace damaged and broken exterior wall pack lighting and add emergency egress lighting at entrances. With the exception of a few pole mounted lights, most of the lighting is mounted on buildings. There are lights over doors for egress lighting and separate parapet mounted lights for area lighting. Wall mounted lights are wall pack style that have broken and/or heavily discolored lenses. Wall pack lights should be replaced and emergency egress lighting added at each entrance (14 total).
- Replace original, obsolete electrical distribution panels with new equipment. The main building service equipment consists of circuit breaker load centers. These load centers are original construction and should be replaced as they have exceeded their expected 30 year life.
- Replace outdated and inefficient lighting, emergency lighting, switches and receptacles.

NDVS/SB South Wing. Note multiple split-system air conditioning units. Recommend replacement with centralized system.

Existing Exterior Lights

Programmatic Needs

Programmatic Needs are recommendations intended to improve the function of facilities as they relate to the suitability of the building for its intended use, based on current and projected space needs. The following list summarizes the most significant and highest priority items gleaned from discussions with staff and administration regarding current deficiencies and projected needs.

NDVS/School for the Blind

- Create a more visible and accessible entrance to the School for the Blind. Current entrance is hidden and School lacks identity.
- Improve workspace of Receptionist/Administrative Assistant.
- Provide facilities for training and in-service conferences to accommodate 60-70 people.
- Provide Store function to be located near reception and entry. Consolidate various cabinets into one location.
- Improve signage and way-finding.
- Provide more space for technology equipment set-up, repair and storage.
- Create a demonstration lab for technology equipment so as to not disturb other activities.
- Improve work areas of Daily Living Skill lab. Relocate to be closer to residence apartments and suites.
- Eliminate distractions in Vision Resource Center from other activities
- Provide a larger work room and storage area for Braille Access center to accommodate equipment and reduce noise.
- Provide more study and classroom space for students while in residence.
- Improve Vocational Services with larger office for equipment and testing materials.
- Increase size of Music room to accommodate equipment, students and activities.
- Provide toilets closer to south end of building.
- Increase size of employee break room and separate it from work room activities.

Site

- Create a more identifiable entry and easier access to handicap parking.
- Improve outdoor sitting and picnic areas for staff and students

NDVS/SB Entrance located recessed between Gymnasium and Stanford Centre Cafeteria wing. Entry is hidden and remote from parking.

Existing entry corridor for NDVS/SB renovated in 1996. Visitors must make their way down a long corridor to a remote and hidden reception desk.

Phase 2 Scope of Work

The following facility and site improvement recommendations comprise the Phase 2 scope of work for North Dakota Vision Services/School for the Blind and are intended to address both deferred maintenance and programmatic concerns for the campus.

A. Remodel and reconfigure select areas of first floor for repurposed use.
    1. Create new north entry for NDVS/School for the Blind to improve accessibility and visibility from north parking lot. Create new vestibule and corridor through existing building, including relocation of reception and vision store functions to improve visibility, security and access.
    2. Relocate Superintendent office and Business Manager office to improve functionality and efficiency.
    3. Remodel existing reception and office area into training/conference space.
    4. Update first floor, south wing, with a new Variable Volume Refrigerant (VRV) system to replace obsolete split-system air conditioning units.
    5. Install fire protection in Gymnsasium, music and apartment areas not currently served by existing system.
    6. Remove original emergency panel and old switchboard in basement along with abandoned circuits and raceway.

B. Remove Hazardous (asbestos-containing) materials in second floor floor tile, acoustic plaster, and pipe insulation and lagging.

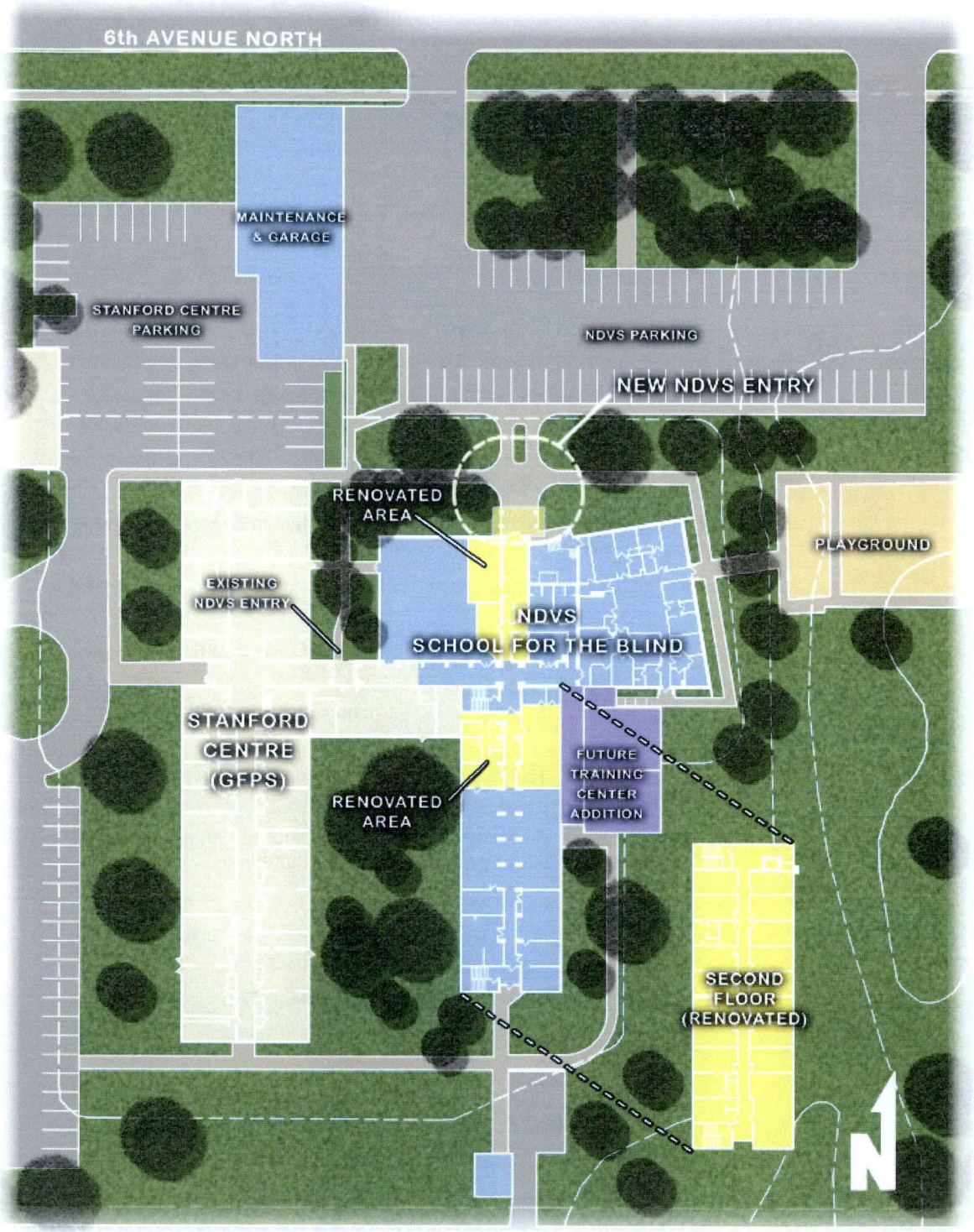
C. Renovate second floor of south wing for North Dakota Vision Services and leased space.
    1. Replace outdated and worn finishes. Install new doors, frames, carpet, paint and ceiling finishes.
    2. Reconfigure existing toilet rooms to improve appearance and accessibility.
    3. Replace existing split-system air conditioning with Variable Refrigerant Volume system.
    4. Replace original electrical devices and lighting. Install additional data, telecommunications and security devices and wiring.

D. Replace and upgrade site lighting.

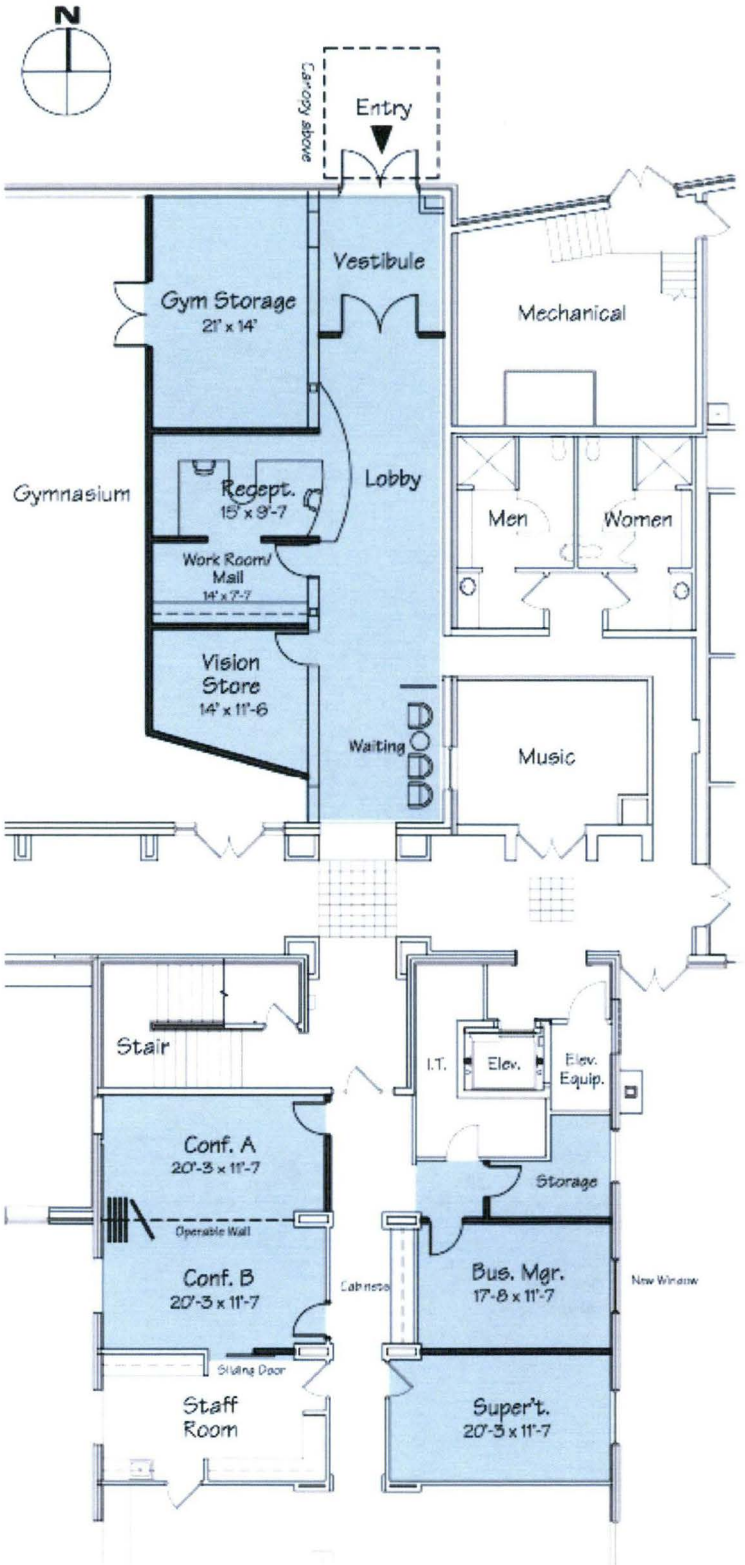
E. Replace original electrical circuit breaker load centers in Garage/Shop and Steam House.

F. Replace original Garage/Shop lighting and electrical wiring devices.

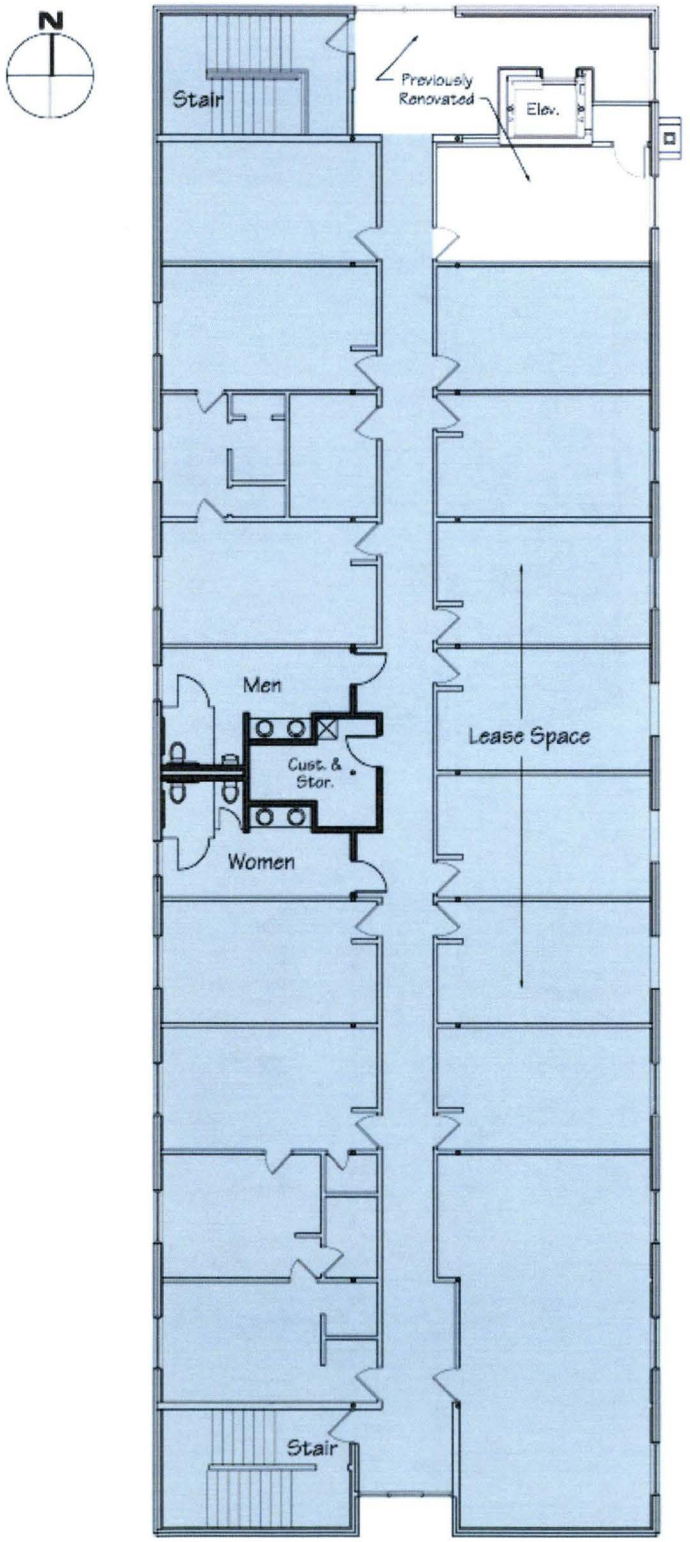
Site Plan


6th AVENUE NORTH
MAINTENANCE & GARAGE
STANFORD CENTRE PARKING
NDVS PARKING
NEW NDVS ENTRY
RENOVATED AREA
PLAYGROUND
EXISTING NDVS ENTRY
NDVS SCHOOL FOR THE BLIND
STANFORD CENTRE (GFPS)
FUTURE TRAINING CENTER ADDITION
RENOVATED AREA
SECOND FLOOR (RENOVATED)
N

First Floor Plan



Second Floor Plan



NDVS/School for the Blind
Project Cost Estimates

Estimated Construction Costs

A	First floor, entry and HVAC renovations	$520,000
B	Hazardous material (asbestos) removal	$85,000
C	Second floor renewal and renovation	$530,000
D	Repair and upgrade site lighting	$20,000
E	Replace original load center in Garage/Shop/Steam House	$20,000
F	Replace original Garage/Shop lighting and electrical devices	$60,000
	Total Estimated Project Costs	$1,235,000

Other Project Costs

G	Construction Contingency	$120,000
H	Architecture & Engineering fees and expenses	$115,000
I	Inflation to 2016 construction (see note 1)	$120,000
	Total Estimated Other Project Costs	$355,000

Total Estimated Project Cost **$1,590,000**

Notes:

1. Construction cost estimates represent 2014 dollars. Adjustments should be made for inflation if projects are implemented in subsequent years.

Attachment #4
SB 2013
3/10/15 AM

Testimony for SB2013 with regard to the NDVS-SB Appropriation **by Allan Peterson**

To: Representative David Monson, Chair, & Members of the House Appropriations Committee, Education and Environment Division, North Dakota 64th Legislative Assembly.

From: Allan Peterson, Legislative Liaison, North Dakota Association of the Blind (NDAB).
Home address: 7009 Horseshoe Bend, Horace, ND 58047.
Phone: (701) 282-4644; cell: (701) 429-7209; Email address: apeterson6@q.com

Re: Testimony specifically offered in reference to the Appropriation provided for North Dakota Vision Services / School for the Blind for the upcoming biennium of 2015 – 2017.

Greetings Chairman David Monson and members of the North Dakota House Appropriations Committee, Division on Education and the Environment,

I am testifying on my own behalf as well as for that of the North Dakota Association of the Blind, we are testifying in support of the budget request that has been submitted for North Dakota Vision Services / School for the Blind for its operation and capital expenditures for the next biennium of 2015 - 2017.

A resolution, in support of the biennial appropriations request of the North Dakota Vision Services / School for the Blind, was unanimously adopted at NDAB's most recent Convention held June 13-15, 2014 in Fargo. Please refer to the said resolution which is attached to this testimony.

To be clear, we are testifying in support of SB 2013 specifically for the 2015-2017 biennial budget Appropriation for ND Vision Services / School for the Blind as was proposed in the budget submitted by Governor Jack Dalrymple for consideration by the 64th Legislative session.

It cannot be emphasized enough, how very important it is that persons who lose some or all of their sight, be afforded the opportunity to receive appropriate quality blindness rehabilitation skills training, so that they are equipped to deal with this life altering change.

As someone who lost his eyesight as an adult, I can personally testify to the importance and efficacy of the training offered by NDVS-SB. The skills that I learned through what is known as "orientation and mobility" using a white cane, is an adaptation I use every day and is of immeasurable importance to my independendnce. Orientation and mobility is a skill set that is taught by a qualified mobility instructor who has been certified to do this training. It is a skill set that is learned and perfected over a period of several weeks of training.

Besides the "orientation and mobility" skills that I've learned, I rely heavily on the use of a computer that has been equipped with a speech (audio) output program, which allows me to work productively as a person that has no usable eyesight.

(Continued on back side of this page)

The instruction that I've received from the NDVS-SB technology experts on using audio output from my computer has been absolutely vital in developing my skills to access this mode of communication. Many others in the population of people who are blind would provide similar testimonials on the vital need for the services of the skilled technology instructors employed by NDVS/SB.

Another vital skill I've learned and used extensively with the aid of instruction from teachers at NDVS-SB is to read and write in Braille. I've found this skill to be very useful in writing notes and marking items; Braille is an adaptation comparable to the use of paper and pencil by a person who is sighted.

Whether they are children or are adults, learning the skills to deal with blindness are best done at a teaching facility that is equipped and has the professional staff needed to instruct their students so they are better able to deal with this disability.

The only teaching institution in North Dakota that offers a comprehensive program of instruction to deal with sight loss adjustment is that which is available at North Dakota Vision services / School for the Blind. It is an absolute treasure of instruction for the state particularly for those of us who must deal with sight loss.

The core curriculum of instruction (which is available at North Dakota Vision Services / School for the Blind) that best helps students to make the most successful adjustment to deal with a loss of eyesight is comprehensive and includes,) 1) mobility and orientation skills training on the use of the white cane, (2) operating a computer equipped with speech output, (3) learning the Braille code, (4) instruction on the use of technical aids and appliances, (5) teaching the techniques of daily living skills that allows the student to live life with greater independence, (6) adjustment counseling – plus others. Learning this skill set takes time in order to gain some mastery on their use.

We can testify that the adult student clients who have received instruction and training at NDVS/SB have found it to be an excellent resource in making their adjustment to help them deal with their loss of eyesight. Some who have received training elsewhere have indicated that the training at NDVS/SB to be as good as or superior to that which they had received elsewhere earlier at another center.

Demographic statistics on the incidence of blindness strongly supports the need for the provision of blindness skills rehabilitation services in North Dakota. Despite the best efforts of eye care professionals, a significant proportion (about 2 to 3%) of people today in 2015 have problems with eyesight that isn't amenable to treatment or correction. It's estimated that 18,000 or about 2 to 3% of North Dakotans possess some degree of impaired eyesight which isn't medically correctable. In this population of ND residents, approximately two thirds have mild or moderate degrees of sight loss and one third are severely visually impaired or totally blind. And, the trend is toward a greater number of people who will experience sight loss as our state's population continues to be one that is of an older average age.

North Dakota Association of the Blind

NDAB Resolution 2014-02:
Biennial Appropriation for North Dakota Vision Services / School for the Blind (NDVS/SB)

Whereas, an independent demographic study has projected that by 2015, a minimum of 14,335 citizens of the state will have experienced medical conditions that will have resulted in a significant loss of their sight, of this number 10,283 will fit the definition of persons with "low vision" and the remaining number in excess of 4,000 will fit the definition of persons that are "legally blind"; and,

Whereas, the loss of eyesight is a major life altering disability that requires specialized and specific rehabilitation skills training to help people of any age cope with this condition; and,

Whereas, North Dakota Vision Services / School for the Blind in Grand Forks has all the components of a comprehensive center based program, is recognized regionally and nationally, as a program that is of excellence and high quality which has the capability and capacity that allows it to serve people of all ages (i.e. it has both children and adult oriented training programs); and,

Whereas, children and adults with sight loss, who receive a regimen of specific, comprehensive, intensive center based blindness skills training, such as that which is available at NDVS/SB, are employable and are capable of functioning with a high degree of independence;

Now, therefore, be it resolved by the North Dakota Association of the Blind in Convention assembled on this date of Sunday, June 15th, 2014 at the Country Inn and Suites in Fargo, urge the Governor, in his budget to the Legislature, and the 64th North Dakota Legislative Assembly that convenes in January of 2015, maintain and increase funding for North Dakota Vision Services / School for the Blind in the state budget for the 2015 -2017 biennium so that the NDVS/SB appropriation will,

(1) Add one FTE to the NDVS/SB staff for the specific purpose of providing orientation and mobility instruction with the white cane for children and adults who are visually impaired that live in the western communities of our state and,

(2) Provide funding so that the needed improvements and repairs that have been identified can be made to the NDVS/SB facility in Grand Forks, and

(3) Add funding capacity to the NDVS/SB budget so that an annual "low vision" clinic can be conducted to assist K-12 children who have visual impairments, and

(4) Provide for a sufficient raise in NDVS/SB's appropriation that will enable them to meet the increased demands to educate and train people of all ages who are blind and have sight loss.

ADVOCACY

For decades, NDAB has successfully advocated for legislation to protect and benefit North Dakotans.

Most recently, in collaboration with our national affiliate, the American Council of the Blind, the 21st Century Communications and Video Accessibility Act, the Pedestrian Safety Act and the Help America Vote Act were passed.

FINANCIAL SUPPORT

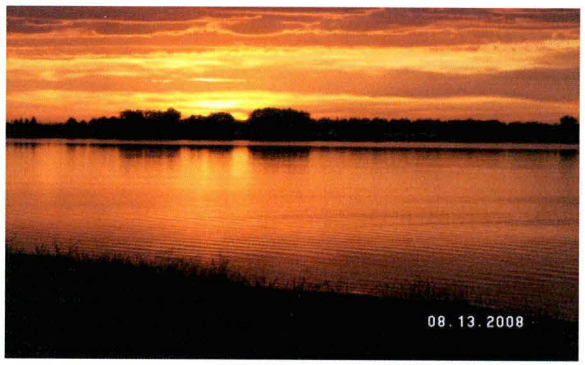
NDAB is an Independent, non-profit membership organization. We rely on fundraising events and donations to support our programs. Your tax deductible donations are greatly appreciated.

OUR MOTTO

"Not he who lacks sight, but he who lacks vision, is blind."

Visit us online at **www.ndab.org** to access membership and scholarship applications or make a contribution.

For more information contact



Sunset on Lake Isabel at the NDAB Summer Camp

North Dakota Association of the Blind

Enhance, Encourage, Educate

Our Mission: We strive to enhance the way of life for people who are blind or visually impaired, to encourage employment opportunities, and to educate the public about sight loss.

Affiliate of the American Council of the Blind

MEMBERSHIP

Established in 1936, NDAB has a long history of helping people with vision loss live more independently. Members are sighted, blind, visually impaired, young and old, and from all walks of life. All are encouraged to share their time and talents as we work together to achieve our mission.

OUR PROGRAMS

Scholarship awards are available annually to ND students who are blind or visually impaired.

2011 Scholarship recipient

The **NDAB Convention** is held yearly in various locations across the state. The public is welcome to attend.

Regional Ski for Light is held in Deadwood, SD. NDAB arranges travel to this event, which offers a week of cross country and downhill skiing for people with disabilities.

Traveling to Deadwood, SD

A **Family Adjustment Seminar** is offered each fall to help individuals with a visual impairment and their families cope with life changing events due to sight loss.

Summer Camp consists of a fun week of education and encouragement for adults with vision loss.

Taking a leisure walk at camp

Support groups statewide provide education and fellowship to individuals who are visually impaired.

The Promoter, NDAB's newsletter, is published quarterly to keep members updated on the happenings of the organization.

North Dakota School for the Deaf
Resource Center for Deaf and Hard of Hearing

A Division of the Department of Public Instruction
Kirsten Baesler, State Superintendent

Attachment #5
3/10/15 AM
SB 2013

125th Anniversary
1890-2015

Testimony to the House

Education and Environment

Division Appropriations Committee

Senate Bill #2013

"A School without Walls"

Dr. Connie Hovendick, Superintendent

and

Michael Loff, Business Manager

March 10, 2015

1401 College Drive North
Devils Lake, ND 58301
www.nd.gov/ndsd

#5
3/10/15 AM
SB 2013

Table of Contents

Testimony 1
- Historical Perspective
- Major Accomplishments of 2013-2014
- Agency Future Critical Issues

2015-2017 Budget Request 5

Conclusion 10

Appendix A: Deaf Awareness Week Newsletter A-1

Appendix B: Map of IVN Sites B-1
Communications Department B-2

Appendix C: Statistical Information and Services Provided C-1

Appendix D: Carl F. Smith Building Analysis D-1

Appendix E: Building Space Distribution. E-1

Appendix F: Letters of Support F-1

Appendix G: NDSD/RCDHH Brochures G-1

Testimony

Chairman David Monson and Members of the House Education and Environment Division Appropriations Committee:

My name is Connie Hovendick. I am the current superintendent of the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH). I have been a special education teacher, coordinator and director in the Lake Region Area. In this capacity I have been a member of a number of committees and studies at NDSD. I am excited to have the opportunity to serve as superintendent. Michael Loff, Business Manager, and I will provide testimony relative to Senate Bill #2013.

Mission: **To provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state.**

Purpose: **To develop, coordinate, and maintain a comprehensive continuum of services for all citizens who are deaf or hard of hearing (infants through senior citizens).**

A School without Walls

Historical Information:
NDSD/RCDHH has a strong heritage having been at its original site since 1890. It is celebrating its 125th Anniversary. A large reunion of past students and staff will take place at the school June 2015. Historical information is included as Appendix A, our Deaf Awareness Week Newsletter. The information includes photos and lists of accomplishments and methods of communication during each superintendent's timeframe.

This biennium has seen the school serve students and adults across the state while maintaining a state of the art residential school in Devils Lake.

NDSD/RCDHH Programming and Services
Outreach – Parent/Infant and School-Age Children who are Deaf or Hard of Hearing

- Provide services to infants ages 0 to 3 and their families in their home

- Provide consultation services for school-age students ages 3 to 21
- Use technology to provide support to teachers in all school districts (skype, ITV, etc.)
- Offer professional development opportunities for teachers who work with students who have cochlear implants (on-site or teams going to schools)

Outreach – Adults who are Deaf or Hard of Hearing

- Provide needs-based programs and services including assistive technology support for adult clients
- Facilitates support groups in Bismarck, Fargo, Jamestown and Grand Forks
- Provide support to residents (and their care providers) who reside in assistive living and nursing home facilities

Outreach – In-Service Training, Sign Language Courses & Interpreter Services

- Increase number of American Sign Language classes being provided to high school students across the state
- Recruit more individuals to teach American Sign Language courses
- Implement IVN sites in outreach offices in Fargo

Education Programs On & Off Campus

- Teachers of the deaf utilize specialized methods of instruction that address unique needs of children who are deaf or hard of hearing in preschool through middle school based on the child's Individual Education Plan
- Provide students with a broad spectrum of disciplines including traditional academic offerings and special studies
- Provide support to students as they participate in mainstream educational and extracurricular programs in the Devils Lake Public School system.
- Provide a teacher of the deaf and interpreters for high school students at Devils Lake High School

Residential Program on Campus

- Provides supervision in a secure, nurturing communicative environment that fosters positive values, good health and community involvement.

- Provide meals for up to 184 children and staff from Head Start daily (breakfast, lunch and snack)

Major Accomplishments:

- Implemented the Strategic Plan by developing teams (i.e., Professional Development, Public Awareness)
- Buildings and Grounds implemented Facility Master Plan with Hepper-Olson Architectural Firm-Updated the Blackhurst Dorm Building (new heating and cooling, upgraded electrical system, addition of sprinkler system, new smoke detector systems, and new ceiling and lights)
- Replaced campus electrical transformers and installed new windows in north administration building.
- Renovated superintendent's house (located on campus). House was freshly painted, old carpet was replaced and house was thoroughly cleaned.
- Updated Resource Center (Library & Conference room). Painted, laid new carpets, etc.
- Planned/provided week-long Su*mmer Camp for Students who are Deaf or Hard of Hearing*.
- Planned/hosted Dr. Michael Harvey workshop; *Communication Barriers & Treatment Vulnerabilities in the Deaf Population"* (80 participants)
- Visit from ND State & Local Intelligence Center (NDSLI & SAV) and Site Assistance Team. They surveyed status of safety issues at NDSD and provided final report regarding current issues.
- Began work on *AdvanceED* accreditation – next cycle
- Hosted *Visual Phonics* Training/Workshop - attendance from across the state (41 participants). Presented by Elizabeth Ward, Gallaudet Outreach, Certified Trainer.
- Developed Power Point Presentation regarding *Law Enforcement – Working with Individuals who are Deaf or Hard of Hearing*.
- Collaborated with Midwest Regional Gallaudet Office and NDSD Outreach to assume responsibility for the Midwest Conference on Deaf Education to be held bi-annually.
- Three NDSD/RCDHH staff members were selected to serve on the 2012-2016 National PepNet State team.
- Conducted (on going) regional Language and Audition Fun groups for 18mo.-3yr old deaf/hard of hearing toddlers in Minot and Fargo
- Adult Outreach planned and facilitated the 2014 Transition Summit for Deaf and Hard of Hearing Individuals. Over 300 participants received information at this conference.

- Adult Outreach planned and facilitated Late-deafened Adult Support Groups monthly in Jamestown, Fargo, Bismarck, and Grand Forks.
- NDSD teachers have developed Professional Learning Communities to increase academic achievement overall school performance.
- Purchased and received training on implementing the Math Coach program. All students have completed assessments and are using the program.

The campus is used not only by the NDSD/RCDHH but also the following community and state entities:

- Rental of space to Head Start, Department of Commerce, and Protection and Advocacy
- Superintendent house is also a rental space for a family who provides services at NDSD/RCDHH
- Swimming Pool used by local Park Board, Camp Grafton, JROTC, Therapeutic/Medical Referrals, Devils Lake High School (New Outlooks), Senior Citizens and others
- Football field used by Devils Lake High School
- Gym utilized by community, Park Board, Head Start, Devils Lake Public Schools
- Lake Region State College Interpreting Classes
- Conference room and IVN sites available upon requests
- Trade Buildings used for Martial Arts and Tai Chi Classes

NDSD/RCDHH Future Critical Issues

- Continue to implement the Facility Master Plan assuring ADA Compliance and safety for all persons
- Continue to implement the strategic plan including maximizing use of space
- To continue to recruit qualified staff and personnel
- To educate all stakeholders of the fact that deaf and hard of hearing people of all ages are at risk if appropriate intervention is not provided
- To increase awareness of programming needs of individuals with cochlear implants
- To inform stakeholders of the scope and quality of services provided by the Outreach Specialists for both school age students and adults across the state.
- To increase mobility and expand assessment opportunities for students (statewide)
- To increase the number of certified interpreters across the state

- Continue to provide professional development and increase the use of the center based program as a training site for teachers of the hearing impaired across the state

North Dakota School for the Deaf/RCDHH

2015-2017 Budget Request

	1	2	3	4	5
	Expenditures 2011-2013	Appropriation 2013-2015	Base Budget Request 2015-2017	Executive Recommendation 2015-2017	Senate Version 2015-2017
Line Item:					
Salaries and Wages	$ 5,526,720	$ 7,067,751	$ 7,246,156	$ 8,209,180	$ 7,754,232
Operating Expenses	$ 1,500,040	$ 1,908,794	$ 2,048,296	$ 2,048,296	$ 2,048,296
Capital Assets	$ 1,232,580	$ 1,194,021	$ 867,174	$ 2,517,174	$ 867,174
Capital Construction Carry	$ 118,629	$ -	$ -	$ -	$ -
Grants to ND Colleges	$ 150,786	$ 276,148	$ 200,000	$ 200,000	$ 200,000
Total Expeditures	$ 8,528,755	$ 10,446,714	$ 10,361,626	$ 12,974,650	$ 10,869,702
Federal Funds	$ 267,629	$ 339,145	$ 323,673	$ 345,365	$ 340,904
General Fund	$ 6,785,954	$ 7,875,527	$ 8,185,287	$ 10,676,619	$ 9,176,132
Special Funds	$ 1,475,172	$ 2,232,042	$ 1,852,666	$ 1,952,666	$ 1,352,666
Total Funding	$ 8,528,755	$ 10,446,714	$ 10,361,626	$ 12,974,650	$ 10,869,702
FTE	43.94	44.61	44.61	45.61	45.61

2013-2015 Base Budget

Salary line item includes $228,656 from the general fund for teachers placed on 2015-17 Composite Salary Schedule.

Operating expense increases include $50,306 from general funds and $89,196 from special funds. Strategic growth of adult outreach services and operating campus plant expenditures account for the increase in operating expenses. Operating expense comprises 22% of agency operating expenditures.

NDSD's total special fund revenue $1,560,740 represents a 34% increase over the previous biennium. Head Start lease and meal services remain as the largest campus service. Included is $1,180,000, a $456,000 increase from the North Dakota Department of Land Trusts.

Capital Asset funding sources includes OMB's general fund extraordinary repair formula allocation totaling $192,174 and special funds totaling $675,000. Replacement of existing campus service vehicles, a skid steer tractor $60,000 and a lawn tractor $15,000 from special funds, account for the NDSD budget's non extraordinary repair capital assets.

Key extraordinary Repair resources are NDSD's Master Facility Plan Projects and the Carl F. Smith Building analysis. Ongoing implementation of the Master Facility Plan and the Smith Building analysis are reflected in the base budget and executive recommendations.
Extraordinary repairs in the base budget include upgrades to the pool, dining room, kitchen coolers, parking lot repair and lighting upgrades and asbestos management are the $192,174 OMB allocation.

Replacement of the second power plant boiler $300,000, a master facility plan project and possible self-installation line of items listed in the Smith Building analysis $300,000 are the other base budget special fund extraordinary repair capital asset items.

2015-2017 Executive Recommendation Changes

NDSD endorses the comprehensive compensation package developed by OMB in accordance with the central personnel system compensation philosophy statement. Key factors addressed in the executive budget analysis regarding hard to fill professions, equity and market are essential. NDSD has been identified as being similarly affected to DPI with a market lag over 11%.

NDSD endorses the addition of one position for outreach adult services in western North Dakota with a base budget value increase for the position totaling $129,600. This recommendation represents on half of NDSD's ongoing optional adult services FTE request.

The Carl F. Smith building analysis (funded with state preplanning dollars) indicated several deficiencies that could be remediated through a three-phase, multi-year project. Total projected costs are estimated at $5.9 million for the project. Phase 1 focuses on the one story portion of the building that houses food services, dining facilities, and some offices. Includes HVAC and fire protection system, toilet room remodels, electrical distribution power upgrades, roof replacement, some kitchen equipment, and interior finishes. OMB recommends funding $1,650,000 for Phase 1 of the project with $1,050,000 from general fund and $600,000 from special funds. NDSD requested optional one-time building renovation funding totaling $1,750,000.

Additional Optional Budget Commentary

NDSD intends to continue its ongoing efforts to reallocate or align resources to meet the needs of the deaf as reflected in our spending summary pie graphs, however, exponential growth in demand for adult services should justify the second optional adult position. The total value of funding for the position in the base budget is $129,600. The recommendation value of the position with benefit and wage increase is $141,050.

NDSD will not be requesting the additional $100,000 of general funds originally requested for the one time optional request for Phase 1 of the Carl F. Smith Building project.

252 School for the Deaf
SB 2013

Statement of Purpose of Amendment

	Executive Recommendation	Senate Changes	Senate Version	
Salaries and wages	$8,209,180	(454,948)	$7,754,232	**See comments below for detailed explanation of compensation reduction.**
Accrued Leave Payments		-	0	
Operating expenses	2,048,296	-	2,048,296	
Capital assets	2,517,174	(1,650,000)	867,174	**Removes Phase I of multiphase plan for repairs to Smith Building.**
Grants	200,000	-	200,000	
Total all funds	12,974,650	(2,104,948)	10,869,702	
Less estimated income	2,298,031	(604,461)	1,693,570	
Total general fund	$10,676,619	(1,500,487)	$9,176,132	
Full-time equivalent positions	45.61	-	45.61	

	Executive Recommendation			Senate Version			Change		
	General Fund	Other Funds	Total Funds	General Fund	Other Funds	Total Funds	General Fund	Other Funds	Total Funds
Ongoing									
Adult Services FTE	129,600		129,600	129,600		129,600	-	-	-
Operating expense funding source change	500,000	(500,000)	-	500,000	(500,000)	-	-	-	-
Executive compensation	526,274	21,692	547,966	361,245	17,231	378,476	(165,029)	(4,461)	(169,490)
Targeted market equity	285,458		285,458	-		-	(285,458)		(285,458)
Total Ongiong	**1,441,332**	**(478,308)**	**963,024**	**990,845**	**(482,769)**	**508,076**	**(450,487)**	**(4,461)**	**(454,948)**
One-Time									
Smith Building renovation	1,050,000	600,000	1,650,000	-	-	-	(1,050,000)	(600,000)	(1,650,000)
Boiler replacement		600,000	600,000		600,000	600,000	-	-	-
Total One-Time	**1,050,000**	**1,200,000**	**2,250,000**	**-**	**600,000**	**600,000**	**(1,050,000)**	**(600,000)**	**(1,650,000)**
Total Budget Changes	**2,491,332**	**721,692**	**3,213,024**	**990,845**	**117,231**	**1,108,076**	**(1,500,487)**	**(604,461)**	**(2,104,948)**

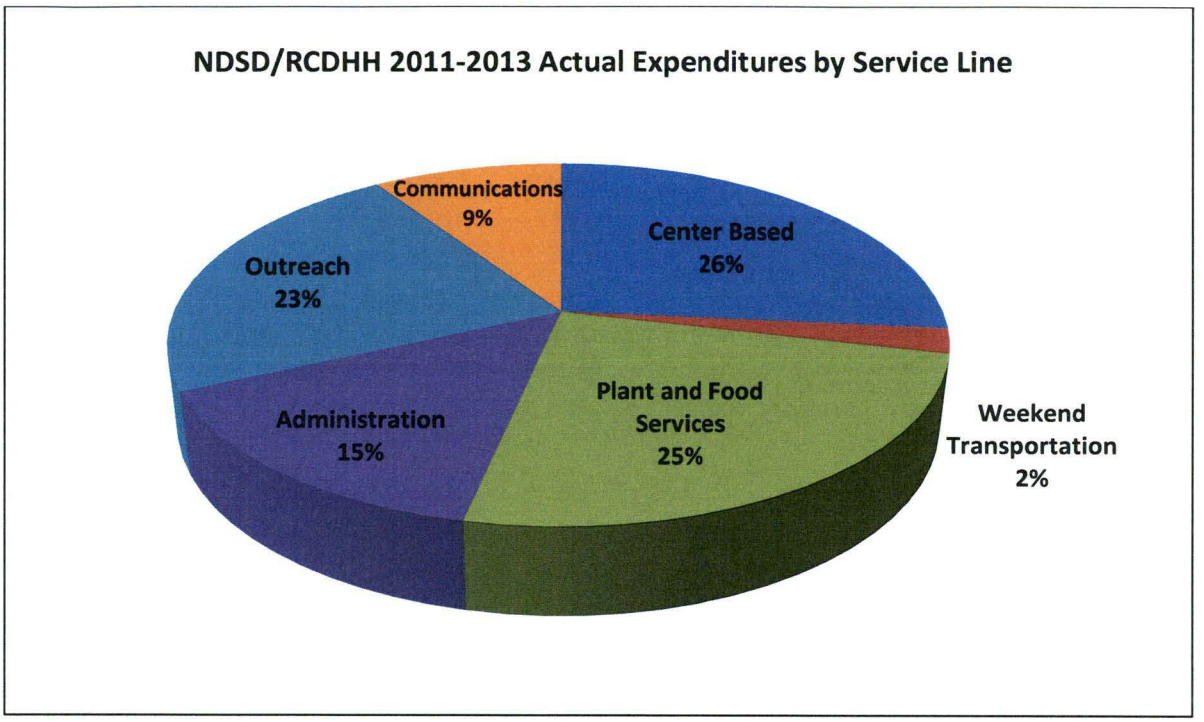
Salaries and Wages Amendment Impact:

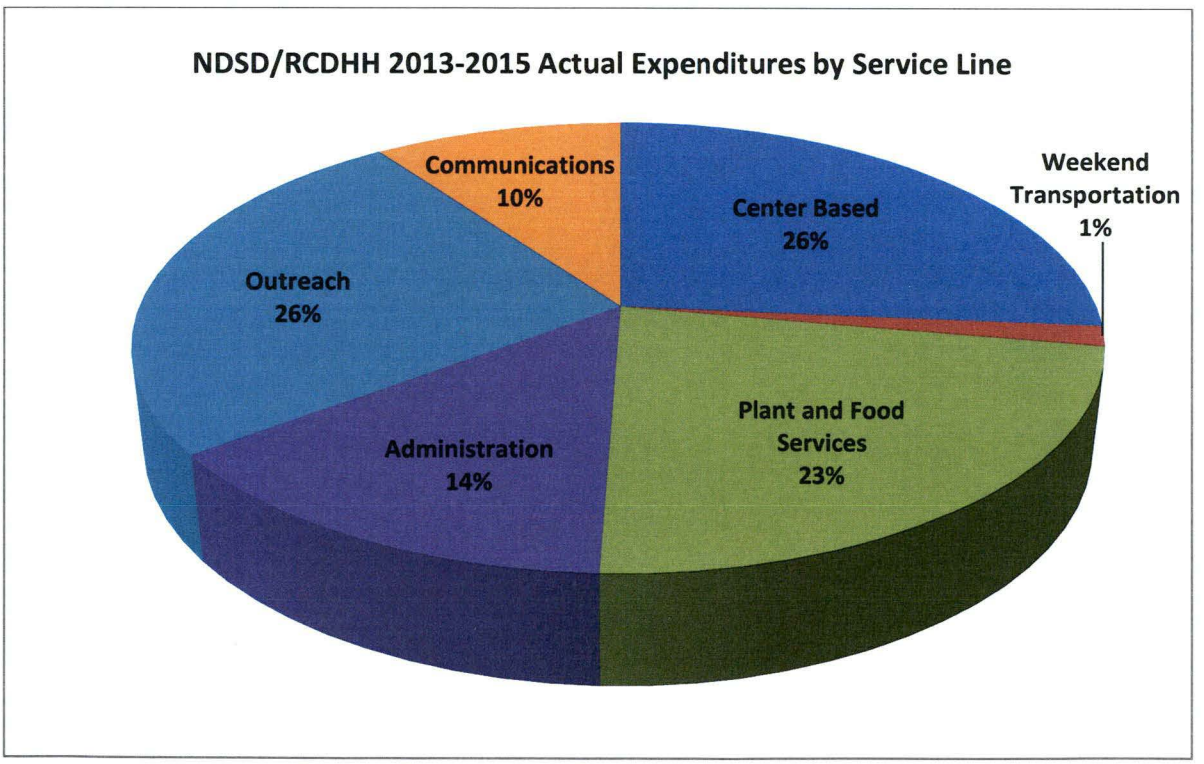
NDSD with average years of service 10.6 for it's 32 classified employees has a .85 C/R (Compa-Ratio) compared to an Avg State C/R of .98.

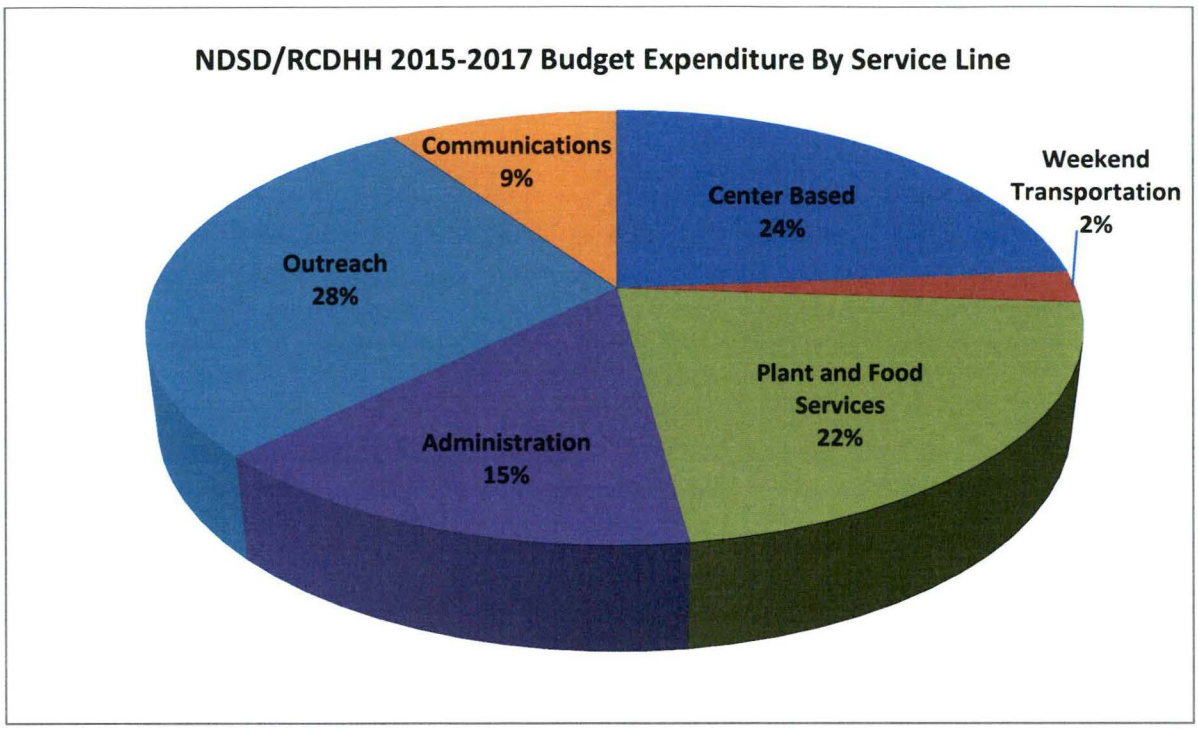
The executive compensation amendment reduced performance pay for classfied employee from $ 200,170 to $ 149,631 a difference of $ 50,539 or 25%. In addition it eliminated market policy equity adjustments for employees in the lowest quartile of pay 2% and employees in the second lowest quartile of pay would have received a 1% market point equity adjustment additional reduction of $ 84,144. The retirment plan contribution increase was also eliminated $ 34,807. The total of these amendments, a reduction of $ 169,490.

The executive compensation amendment would result in NDSD's C/R ratio retaining it's current level of .85 versus the HRMS projection of .89.

The targeted market equity pay adjustment was intended to move NDSD's C/R ratio from the intial HRMS projection of .89 after the impact of the executive compensation package. The intent was to raise the C/R ratio to the State Average of .98.


NDSD/RCDHH 2011-2013 Actual Expenditures by Service Line
Communications 9%
Center Based 26%
Outreach 23%
Plant and Food Services 25%
Administration 15%
Weekend Transportation 2%


NDSD/RCDHH 2013-2015 Actual Expenditures by Service Line
Communications 10%
Weekend Transportation 1%
Center Based 26%
Outreach 26%
Plant and Food Services 23%
Administration 14%



Conclusion

I am honored to serve as the superintendent of NDSD/RCDHH. This is an exciting time of growth for NDSD/RCDHH.

I ask that you please allocate the funds as included in the Executive Recommendation. This would give us the needed staff to provide additional services for adults who are deaf and hard of hearing across the state. This would also allow us to begin to bring the Smith Building into compliance with ADA and allows us to work and provide services in a "safe" and "accessible" environment.

Our mission is to serve persons who are deaf and hard of hearing of all ages across the state of North Dakota. With your support, we can continue to make this happen.

Thank you, members of the North Dakota Legislature, for your ongoing support in serving persons who are deaf and hard of hearing.

North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing

is a division of the

Department of Public Instruction,

Kirsten Baesler, State Superintendent

www.dpi.nd.gov

NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

Appendix A

Deaf Awareness Newsletter

Deaf Awareness Week

NORTH DAKOTA SCHOOL FOR THE DEAF/
RESOURCE CENTER FOR THE DEAF AND
HARD OF HEARING

The current seal of NDSD/RCDHH depicts the picture of the Japanese Bridge built in the 1930s and is still on campus. Behind the bridge is the old boy's dorm which is no longer standing.

Inside this Issue:

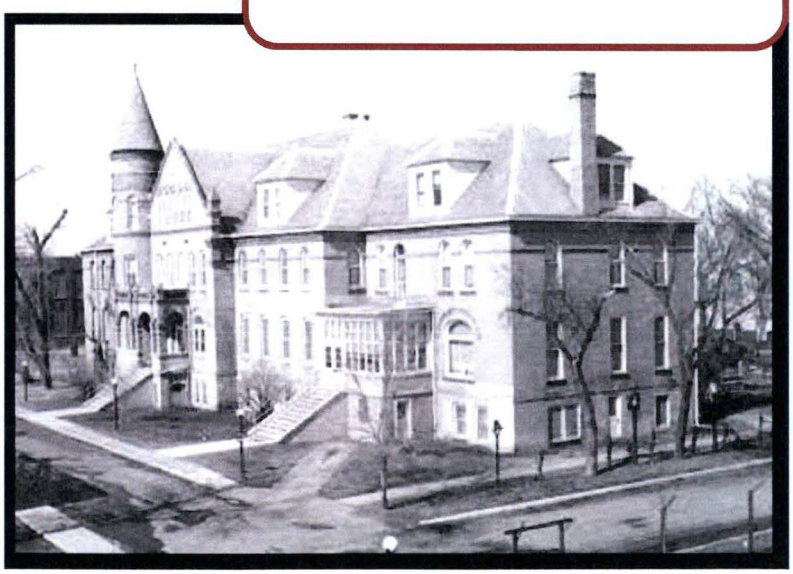
NDSD celebrates 125 years	1-5
Lincoln Memorial	5
Meet and Greet	6
Did you know?	7
Just how amazing is your ear?	8
Where did they get?	8
Assistive Technology for the Deaf	9-10
Learning ASL	11-12
The Ear	13-14
Buzz Words	15-16
Answer Key	17
Accessing Services fro NDSD/ RCDHH	18

North Dakota School for the Deaf celebrates 125 years!

The North Dakota School for the Deaf/ Resource Center for Deaf and Hard of Hearing is celebrating 125 years! Back when North Dakota was becoming a state, Anson R Spear, a deaf man from Minneapolis area came to North Dakota to establish a school for the deaf. His political backers, Senator Swanston and Mr. McCormick of the House of Representatives, introduced a bill in the Legislature for the immediate establishment of the proposed school in Devils Lake. It was passed on March 15, 1890 over the veto of the first North Dakota Governor John Miller. The people of Devils Lake furnished a free building for two years at the corner of Third Avenue and Fifth Street. Mr. Spear was appointed superintendent and the first term began September 10, 1890. By the end of the year, 23 children were enrolled. In 1891, funds were appropriated for a permanent building and for expenses for a biennium. The Great Northern Railroad donated an 18-acre tract of land one mile north of the heart of Devils Lake for the permanent site of NDSD. The main part of the first building, Old Main, and one wing were finished during the fall of 1893. Old Main was designed by Olaf Hanson, a rising deaf architect from Minneapolis.

A.R. Spear

http://ndsdsociety.org
Learn more about the history of the North Dakota School for the Deaf/Resource Center for the Deaf /Hard of Hearing



This was the main building at the North Dakota School for the Deaf until it was demolished in the summer of 1975. The round spire was preserved in memory of the building and is located on campus.

The North Dakota School for the Deaf, operates under the direction, control and management of the Department of Public Instruction. NDSD is an educational institution for students, age 3 to 21, with hearing loss and are residents of North Dakota.

The school offers services to children who comes to Devils Lake who are residential or day students but also to individuals around the state through its outreach departments.

It's Outreach Department provides services through the following:

- **The Parent-Infant Program:** serves ages 0 to 3 and their families.
- **School Age:** consultations and direct services as needed throughout the state
- **Adult Services:** services and resources for individuals with hearing loss after high school.
- **Communications Department:** Provides services related to interpreting services and learning of sign language and support to sign language interpreters around the state.

NDSD offers a variety of resources in a variety of areas related to hearing loss. They serve North Dakotans who are deaf, hard of hearing, deafblind, late-deafened, seniors with hearing loss, family members of those individuals with a hearing loss, public and private service providers, employers and businesses, individuals and community groups who are interested or impacted by hearing loss.

"Looking back with Pride"

Some historical highlights of North Dakota School for the Deaf

First 23 students at the original site for the newly established NDSD

August 1, 1890: first student enrolled: 10-year-old Mabel Alice Newton

1890-1895: Superintendent Anson Spear: Communication: Combined method - use of signs and manual alphabet. Use of oral methods with pupils who showed ability. Implemented trade programs: farm, dairy, garden, printing, sewing and housekeeping. A North Dakota law passed: $50 penalty for parents who refused to send their deaf child to school

1894: Old Main Building was the first established building on permanent NDSD site

1895-1912: Superintendent Dwight Bangs: Communication: Combined Method - use of signs, fingerspelling, writing, and speech: adapting their uses with pupils as needed. Implemented carpentry class. Change school's name from *Deaf & Dumb Asylum* to *ND School for the Deaf and Dumb*

June 11, 1900: first graduating class of NDSD: Lorrents Larson, Effie Smith and Lester Williams

1906: Total of 140 acres of grounds was part of NDSD: 80 acres for cows, 31 acres for cropland, 8 acres for garden and rest for buildings and playgrounds. NDSD furnished their own beef, pork, milk and produce and supplemented it with wild game given to the school by students, staff and friends.

1909-1910: New hospital building nearly completed with 17 beds, an operating and disinfecting room.

1912: Gilbert Isakson ('05) first NDSD student to graduate from Gallaudet College. Olga Anderson ('07) was first NDSD female to graduate from Gallaudet College. She came back to NDSD and is the longest tenure instructor at the North Dakota School for the Deaf. In 1960 she retired from the school after teaching deaf students for 47 years.

1912-1915: Superintendent J.W. Blattner: Communication: Combined Method: emphasis on oral method – if pupils did not show benefit, transferred to manual department.

1915-1920: Superintendent Frank Read: Communication: Combined Method: upon entry into school pupils placed in oral method and instructed in speech. If progress was not successful, pupils transferred to manual department (*1916*: seven oral classes and three manual classes). Implemented cabinet making and china painting trades programs.

The information came from a slide presentation put together by Lilia Bakken and can be seen at the **http://ndsdsociety.org** website.

Compliments of the North Dakota School for the Deaf/Resource Center for the Deaf and Hard of Hearing

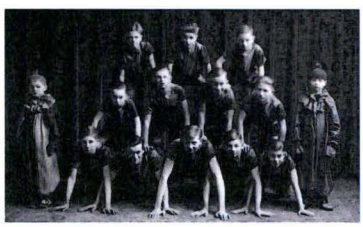
"Looking back with Pride"

June 20-22, 1916: First NDSD alumni reunion and voted to establish the North Dakota Association of the Deaf

October 9, 1918: Board of Health ordered all schools, churches and theaters closed in Devils Lake due to spread of Spanish Influenza that was plaguing the United States. NDSD had a few cases among staff and students but prompt medical attention and precautions prevented any serious cases (75 people were treated at school)

1920-1921: Superintendent M.C. McClure: Communication: Oral method, however, if pupils were unsuccessful they transferred to manual department. Lobbied and obtained funds to build new boys dormitory.

1921-1937: Superintendent Burton Driggs. Communication: Oral method: pupils were taught speech and lip reading. Aural method: pupils were reached through medium of the ear. Manual method: use of signs and fingerspelling. Implemented new programs: barbering, nursing, beauty culture, typing, shoe repair, bookbinding, home economics, and rug weaving. Construction of Trades Building. Established campus pond and bridge.



Fall 1925: An acrobat team was formed with Louis Burns as the trainer. First public appearance was at the Grand Theater in Devils Lake on February 15, 1926.

1929: Two students were mainstreamed into some classes at Devils Lake Public Schools

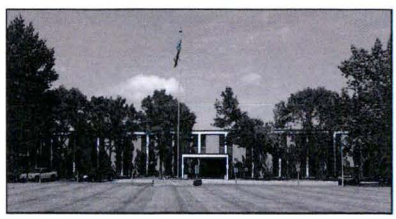
November 1931: Ski Club (both cross country and downhill) was organized at NDSD.

1932-33: NDSD boy's basketball team became NDSD Bull Dogs (later changed to Bulldogs).

1937-1945: Superintendent A.P. Buchanan. Communication: Combined Method: all pupils began in oral department and transferred to manual department as necessary. *1937-39:* highest enrollment in history with 140 pupils.

1937: John Louis Clarke, a Blackfoot Indian who was an NDSD student from 1894 to 97 became well known for his wood carvings of wild animals and Indians. His work was displayed all over the United States and London, England. He also created the insignia of a mountain goat for the Great Northern Railroad freight cars.

1945-1969: Superintendent Carl Smith: Communication: 1945: pupils taught orally until 7th grade – if progress was not made then manual communication; 1951: pupils taught orally until 5th grade; 1963: Rochester method adopted: oral and speech reading supplemented with finger spelling. Discontinued farm operation (1953) and shoe repair programs. Implemented new programs: driving training, maintenance, baking, painting, and upholstery. Sold 70 acres of land to City of Devils Lake for construction of junior college (1961). Provided onsite training for teachers of the deaf for Minot State University. Change name of ND School for the Deaf and Dumb to ND School for the Deaf.



The current North Dakota School for the Deaf in Devils Lake. This is the Carl F. Smith building, named after superintendent who held that position the longest.

Compliments of the North Dakota School for the Deaf/Resource Center for the Deaf and Hard of Hearing

"Looking back with Pride"

1948: The new student driving course was instructed by Louis Burns. A four-door Chevrolet Fleetmaster with dual control on loan from Lake Chevrolet Motor Company of Devils Lake was used.

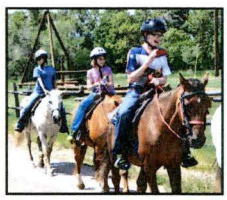
John DeLance, ('15) attained the distinction of being the only known commissioned deaf Army officer in history of our country. He was awarded his first commission by Governor of Alaska during WWII.

1969 – 1981: Superintendent Alan Hayek: Communication: oral supplemented by use of sign language and finger spelling. Implemented an audiology department, captioned video lending library and a parent-infant program. Initiated idea of NDSD as a state resource center. PL-42-142 Education for All Handicapped Children Act. North Dakota Registry of Interpreters for the Deaf established. Land sold for construction of vocational-technical center. which NDSD students enrolled in trade classes. Junior Association of the Deaf established at NDSD (1971)

1982-1986: Superintendent Dr. Gary Holman. Communication: Signing Exact English – signs devised to represent spoken language, the SEE system provided simultaneous representations of visual and oral English. Implemented psychology department, close up program, Communications department (interpreters provide for mainstream students), reverse mainstreaming (1984) - bringing students from Devils Lake Public Schools into NDSD, weekend flight transportation (1985) – kids go home by car or chartered flight every weekend to see families, Construction of swimming pool opened to community co-ops

October 1983: Old Main Tower top was restored and set on foundation of bricks from Old Main on concrete slab with a sealed time capsule inside the dome.

1986-1990: Superintendent Alan Mealka. Communication: Total Communication – used combination of communication modes including sign language, finger spelling, speech, speech reading, amplification and writing. Implemented summer camps for deaf and hard for hearing children, family learning vacations and in 1988 the Outreach Program. NDSD Heritage Center was established. Individuals with Disabilities Education act (IDEA) enacted.



1990-1998: Superintendent Jaimie Galloway. Communication: Bilingual-Bicultural – affirmed role of American Sign Language as natural language of deaf persons and fostered competency in both English and American Sign Language. Revised NDSD mission statement to include outreach services to deaf and hard of hearing children in North Dakota. Caption-ready televisions (1993) with FCC enacting captioning law in 1996. Internet services and telephone relay services. IDEA reauthorized addressing direct communication.

1998-2005: Superintendent Rocky Cofer. Communication: Bilingual-Bicultural. Hearing screenings for infants started, discontinued trades program. The ND Interpreter Law passed (with collaboration with ND Association for the Deaf), Implementation of ASL and Interpreter Training program. (collaboration with Lake Region State College), Implemented ND Captioning Center (collaboration with ND Friends of Deaf Children Foundation. Interactive television network classed offered (collaboration with Lake Region State College), ND Deaf/Blind services housed at NDSD

"Looking back with Pride"

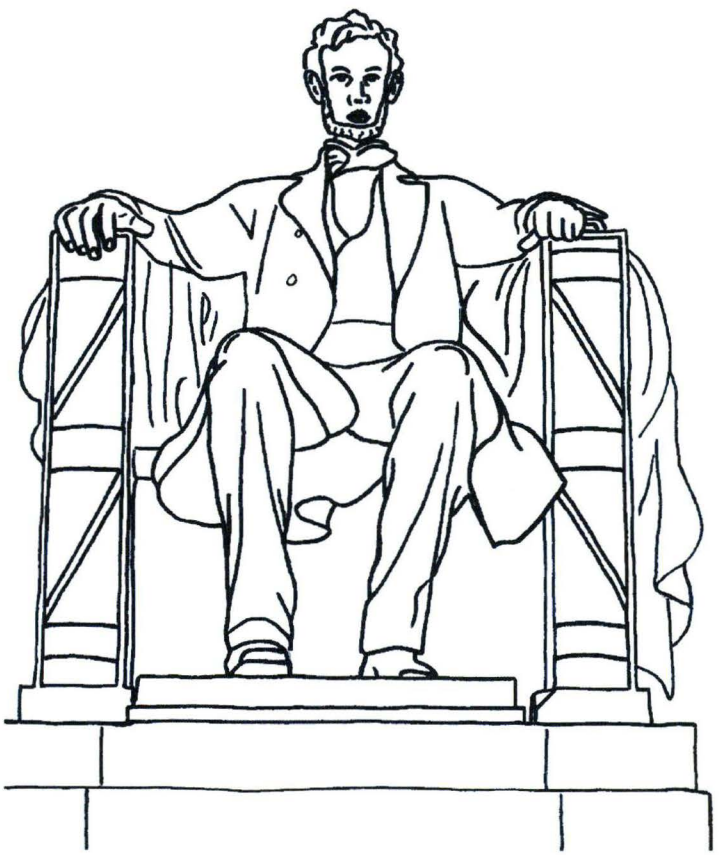
2006-2009: Superintendent Dennis Fogelson. Communication: endorsed use of visual communication and promote an environment in which American Sign Language and English mutually co-exist – communication must be direct, comprehensible and accessible. Legislature authorized expansion of services to adults. Interpreter bill passed that NDSD delegated to distribute financial reimbursements to state institutions of higher learning for interpreters and real time captioning costs incurred.

2009-2013: Superintendent Carmen Suminski. Communication: endorsed use of visual communication and promote an environment in which American Sign Language and English mutually co-exist - communication must be direct, comprehensible and accessible. Superintendent of both North Dakota School for the Blind/Vision Services and North Dakota School for the Deaf. Expanded adult services to have two providers to serve the state. The North Dakota Department of Public Instruction (DPI) close the high school portion at the North Dakota School for the Deaf.

2013-2014: Superintendent: Lilia Bakken - *Interim*

2014 – Present: Superintendent Connie Hovendick - Just starting her term

A 125th All-School Reunion at the North Dakota School for the Deaf will be held on campus June 25-28, 2014. For more information, check out the North Dakota Society of the Deaf website at **http://ndsdsociety.org**



Lincoln Memorial

(Adapted from Deaf Culture Question of the Week by Bill Newell, Principal of Washington School for the Deaf): The Lincoln Memorial in Washington, DC is surrounded in a long standing controversy with regard to a connection to Deaf culture. Lincoln does have a connection in that he was president and signed the papers in 1864 to establish Gallaudet University, the world's only university in which all programs and services are specifically designed to accommodate deaf and hard of hearing students. The controversy, however, is around the issue of whether Lincoln's hands as shown in the Lincoln Memorial are forming the manual alphabet letters "A" and "L" for Abraham Lincoln. In another statue by the same sculptor, Daniel Chester French, created on the Gallaudet campus to memorialize Alice Cogswell and Thomas Hopkins Gallaudet he did form Alice's hand in a manual "A". Over the years many people believed that French worked the manual alphabet letters "A" and "L" into his famous stature of Abraham Lincoln in the Lincoln Memorial. It has never been proven however that it was his intention to do this.

Meet and Greet

What is the name of one of the most noted deaf actresses in the United States. Starring in Love is Never Silent, Children on their Birthdays, Sweet Nothing in my Ear. She was born February 29, 1944. Leap Year!

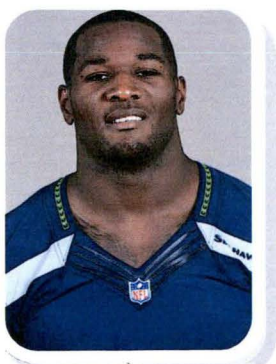
Phyllis Frelich

Phyllis Frelich was born in Devils Lake, North Dakota to deaf parents and is the oldest of nine children (all of whom are deaf) Ms. Frelich graduated from North Dakota School for the Deaf in 1962 and went for further schooling at Gallaudet College. Phyllis Frelich originated the leading female role in the Broadway production of *Children of a Lesser God*, for which she won the 1980 Best Actress Tony Award. Frelich performed the ASL interpretation of Jewel's rendition of the national anthem at Super Bowl XXXII. She has made several guest appearances on TV shows including *Diagnosis Murder* and *E.R.* as well as performed in several movies. Her last acting role was in an episode of CSI: Crime Scene Investigation in 2011.

Frelich died on April 10, 2014 at her home in Temple City, California at the age of 70.

Derrick Coleman: First deaf offensive play in the NFL

Derrick Lamont Coleman (born October 18, 1990) is an American football fullback for the Seattle Seahawks of the National Football League (NFL). He was signed as an undrafted free agent by the Minnesota Vikings in 2012 then for the Seattle Seahawks in December 2012. He made the 2013 season cut after the fourth preseason game and thus was added to the 53-man roster. In week one's game between the Seahawks and the Carolina Panthers, Coleman had three catches for 30 yards. Coleman (along with just about every other member of the Seahawks) had a great Super Bowl 2014, and he was seen making an impact on several special teams plays. Seattle won the game over the Broncos, 43-8.



Coleman became deaf when he was 3 years old. He attended Troy High School in Fullerton, California, and played college football for UCLA.

In January 2014, Coleman was featured in a widely-praised commercial for Duracell Batteries: Trust Your Power. It can be viewed at *www.youtube.com/watch?v=u2HD57z4F8E*

How to access services from North Dakota School for the Deaf/ Resource Center on Deaf and Hard of Hearing

Families, school districts, area education agencies, other interested individuals and North Dakota School for the Deaf/Resource Center on Deaf and Hard of Hearing (NDSD/RCDHH) work together to provide appropriate services...

For on-site school-age programs:

1 Contact your local school district

2 Contact North Dakota School for the Deaf.
Superintendent: 701-665-4400
Toll Free: 1-800-887-2980

3 Tour North Dakota School for the Deaf's campus with your area education agency and local school district staff

4 Work with your school district to schedule an IEP meeting to determine placement that includes a NDSD/RCDHH representative.

A Division of the
ND Department of Public Instruction,
Kirsten Baesler, Superintendent

Parent-Infant Programs & Outreach Regional Offices

Program Coordinator
1401 College Drive North
Devils Lake, ND 58103
(701) 665-4400
Toll Free: 1-800-887-2980

Northwest
Memorial Hall
500 University Avenue West
Minot, ND 58701
(701) 858-3357

Southwest
418 East Broadway, Suite 228
Bismarck, ND 58501
(701) 328-3987

Northeast
1401 College Drive North
Devils Lake, ND 58301
(701) 665-4420

Southeast
1321 23rd Street South,
Suite A
Fargo, ND 58103
(701) 239-7374

To access Outreach Services:

1 Contact the designated person listed below for each service area:

Parent-Infant Program:
(For birth to age five)
Carol Lybeck.....701-665-4400
Carol.Lybeck@sendit.nodak.edu

School Age Services:
(Assessments & Consultations)
Carol Lybeck...701-665-4400
Carol.Lybeck@sendit.nodak.edu

Adult Services:
Pam Smith.....701-665-4401
Pam.Smith@sendit.nodak.edu

Interpreting/Communication
Lilia Bakken.....701-665-4423
Lilia.Bakken@sendit.nodak.edu

Dual Sensory/Deafblind
Sherri Nelson.....701-239-7376
shnelson@nd.gov

Summer Camps
Linda Ehlers.....701-239-7374
Linda.A.Ehlers@sendit.nodak.edu

North Dakota School for the Deaf does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services

Compliments of the North Dakota School for the Deaf/Resource Center for the Deaf and Hard of Hearing

Appendix B

Map of IVN Sites

Communications Department

American Sign Language ITV sites since January, 2004

(Map updated: January, 2015)

Since January, 2004, the schools/communities identified on the map have linked into **interactive television network (IVN)** at the **ND School for the Deaf /Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH)** to receive instruction in American Sign Language (ASL). Classes are taught from the Communications Department on the campus of the North Dakota School for the Deaf. Sign Language courses provided by NDSD/RCDHH include: American Sign Language I, American Sign Language II and Basic Conversational Sign Language.

12

Communications Department

Staff members from the Communications Department provide support services to students and staff. Services include:

- Interpreter services (elementary, middle school, high school)
- Interpreter services (after school and extra-curricular activities)
- Tutor services
- Note-taking services
- Closed-caption encoding (for educational videos)
- American Sign Language instruction
- Advocacy for students who are deaf or hard of hearing
- Workshops/trainings related to sign language, interpreting and support services

The Communications Department assists with:

- Development and enforcement of policies and procedures related to the school's communication policy
- Provision of workshops related to clarification of roles & responsibilities of students vs. teachers vs. interpreters vs. signing paras in public schools.
- Clarification of appropriate use of interpreters and tutors /note-takers in the classroom setting.
- Clarification of responsibilities for service providers related to *Americans With Disabilities Act* (ADA Law)

The ND School for the Deaf provides instruction in American Sign Language during the following times:

5:00 – 5:50 Basic Sign Language (statewide via Interactive Television)
6:00 – 6:50 Basic Sign Language (statewide via Interactive Television)
1:15 to 1:35 Beginning Sign Language for NDSD staff
6:00 – 7:00 Baby/Toddler Sign Language class for families (one time each semester)

This year (2014-2015) sign language classes are being taught from the ND School for the Deaf to the following communities using Interactive Television Network (ITV):
Fargo, West Fargo, Mandan, Lisbon, Belcourt, Beulah, Hazelton, and Grand Forks

The North Dakota School for the Deaf works collaboratively with Lake Region State College (LRSC) to provide instruction and intern training opportunities for college students enrolled in **the American Sign Language and Interpreter Studies (ASL & IS)** program at LRSC.

American Sign Language courses provided (in collaboration with Lake Region State College) include:

8:30 to 9:20 American Sign Language I (first semester)
8:30-9:20 American Sign Language II (second semester)
9:30 – 10:00 American Sign Language Specialized Vocabulary – Level I (first semester)
9:30-10:20 American Sign Language Specialized Vocabulary–Level II (second semester)

Data compiled from January 2014 through January 2015 shows the number of individuals that were served via the Communications Department during the past year:

Interpreter services - total number hearing & deaf individuals = **2351** served
Referrals made to free-lance interpreters or interpreter agencies = **127** served
American Sign Language classes = **347** students/participants

Appendix C

Statistical Information & Services Provided

Statistical Information
Services Provided

	2011-2013 Biennium	7/13-12/14
Outreach Services		
Parent Infant		
Consultations	2,235	1,226
Evaluations	82	117
Direct Service	1,453	965
Persons served (unduplicated)	90	79
School Age		
Consultations	1,732	1,320
Evaluations	82	82
Direct Service	626	451
Persons served (unduplicated)	107	89
Adults		
Consults/Evals/Direct Service	877	2,084
Person served (unduplicated)	207	216
Presentations/In-services Attendees	350	1,422
Family Learning Vacation	40	39
Summer Camps	9	10
Outreach Miles Traveled	224,381	157,039
Dual Sensory Project		
Dual Sensory Census	37	33
Communications		
Teaching of Sign Language		
American Sign Language	393 students	186 students
Basic Conversational Sign	136 persons	231 persons
Baby Sign Language Class	40 persons	28 persons
On Campus Interpreting	1,395 persons	1,513 persons
Off Campus Interpreting	1,791 persons	2,187 persons
Library Circulation	4,099 items	2,247 items

On Campus Education Services (2011-2012 School Term)
Preschool – 4 (3 with cochlear implants)
Elementary – 7 (3 with cochlear implants)
Middle – 5 (2 with cochlear implants)
Secondary enrolled at DLHS – 8 (1 with cochlear implant)

On Campus Education Services (2012-2013 School Term)
Preschool – 6 (3 with cochlear implants)
Elementary – 7 (3 with cochlear implants)
Middle – 4 (1 with cochlear implants)
Secondary enrolled at DLHS – 6

On Campus Education Services (2013-2014 School Term)
Preschool – 2 (2 with cochlear implants)
Elementary – 10 (4 with cochlear implants)
Middle – 2 (2 with cochlear implants)
Secondary enrolled at DLHS – 6

On Campus Education Services (2014-2015 School Term)
Preschool – 3 (2 with cochlear implants)
Elementary – 6 (2 with cochlear implants)
Middle – 6 (3 with cochlear implants)
Secondary enrolled at DLHS – 6

2,553 persons were impacted by NDSD/RCDHH from 7/1/13 – 12/31/14

Appendix D

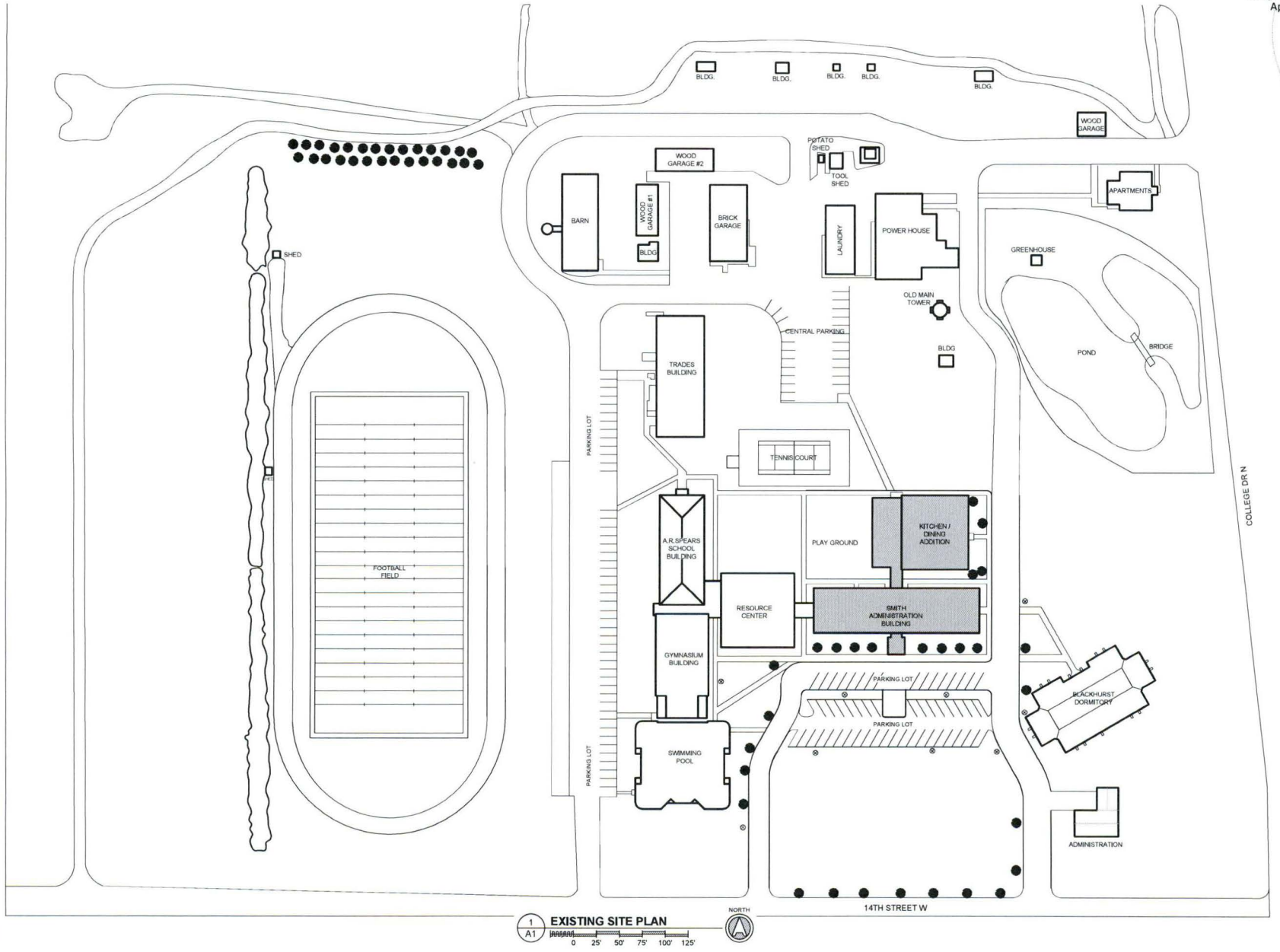
Carl F. Smith Building Analysis

2013-2015 Preliminary Planning Fund

North Dakota School for the Deaf
Carl F. Smith Building Analysis

DRAFT - September 29, 2014

HEPPER OLSON architects
429 Broadway Street
PO Box 147
Buxton, ND 58218-0147
P 701-841-1000
F 701-841-1001



1 / A1 EXISTING SITE PLAN

North Dakota School for the Deaf
Carl F. Smith Building Analysis
1401 College Drive North
Devils Lake, North Dakota 58301

project name & location

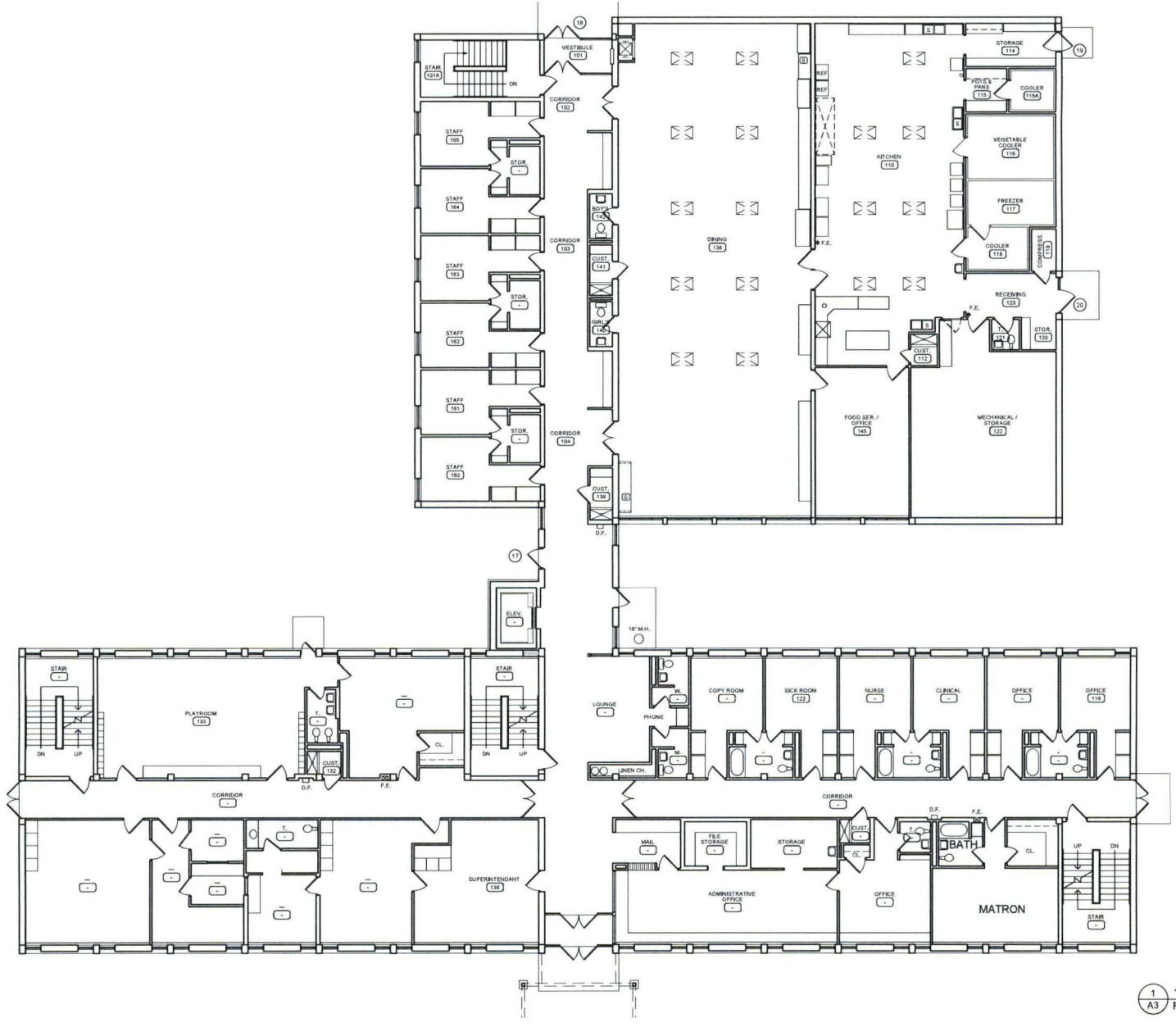
ISSUE NO.	DATE	DESCRIPTION
-	-	-

architect's project no. 2014-02
engineer's project no. -----
drawn by: BD / GW
checked by: BHO

copyright 2014

A1
sheet number

HEPPER OLSON architects
429 Broadway Street
PO Box 147
Buxton, ND 58218-0147
P 701-841-1000
F 701-841-1001



1 A3 **1st FLOOR PLAN - EXISTING**

0 5' 10' 15' 20'

PLAN NORTH

copyright 2014

North Dakota School for the Deaf
Carl F. Smith Building Analysis
1401 College Drive North
Devils Lake, North Dakota 58301
project name & location

ISSUE NO.	DATE	DESCRIPTION
-	-	-

architect's project no. 2014-02
engineer's project no. - - - - -
drawn by BD / GW
checked by BHO

A3
sheet number

30

2015 NDSD/RCDHH PROPOSAL
SMITH BUILDING RENOVATIONS

Scope – We request a three phase multi- year project outlined below.

Improvement of delivery of educational services

1. This renovation would provide a healthier learning environment providing proper HVAC systems for comfort and fresh air requirements.
2. Would provide a safer environment for emergency situations; including, but not limited to ADA requirements and fire safety.
3. Update power systems and telecomm for new technology improvements for educational services.

Phase 1 - Probable Costs $1,750,000

Focus on the one-story portion of the building that houses food services, dining facility, and four offices.

Phase 2 – Probable Costs $2,350,000

Focus on the lower level of the three-story, with some work on upper floors.

Phase 3 – Probable Costs $1,865,000

Focus on the 1st and 2nd floors of the three-story portion of the building.

Replacement or renovation of obsolete facilities.

1. Roofing system - roofing system is beyond its life cycle. New roofing with additional insulation would improve the R-value to decrease energy costs. Also, roof drainage needs to be evaluated to provide additional flow to meet new code requirements for water runoff.

Skylight replacement also required at time of reroofing.

2. Exterior doors - for securing and monitoring entrances, and to install more energy efficiency doors.

3. Interior doors - are cracked in some locations and door hardware is not functioning properly due to age. Replacement of all interior doors is needed to reduce constant maintenance.

4. Interior Finishes - The replacement/upgrade of the HVAC system and installation of new fire protection system and fire alarm system will require the removal of all ceilings through the facility. Since these types of improvement requires major demolition, it would be the time to also upgrade interior finishes to bring facility up to date. New flooring, painting, ceiling and interior doors as well as floor plan revisions for better space utilization shall be completed.
A 3-phase multi-year project would assist in doing areas complete, from top to bottom.
Also, relocation during the summer months to complete smaller projects with less relocation by shuffling staff during the summer months.

5. **ADA compliant** toilet rooms are needed and demolition of old abandoned toilet rooms for better use of space.

6. **Kitchen Freezer**/Cooler - is obsolete.

7. **Kitchen flooring** - doesn't meet the new cleanliness requirements.

8. **HVAC System** - is obsolete and doesn't meet fresh air requirements. Digital Central Control (DDC) control to efficiently program system for energy efficient and comfort.

9. **Plumbing system upgrades**.

10. ***Power, electrical distribution, and data upgrades.***

11. **Lighting Upgrades – energy efficient lighting.**

12. Fire Alarm system - is obsolete parts and upgrade is not available.

sting of Deficiency Items & Opinion of Probable Costs
roject NDSD Carl F. Smith Buildings
Smith Buildings Deferred Maintenance

HEPPER OLSON architects

Date: September 30, 2014.

Page	Description	units	quan.	cost/unit	Phase 1	Phase 2	Phase 3
	GENERAL						
10	Roofing						
	1-story	sf	9,000	$ 14	$ 126,000		
	3-story	sf	9,400	$ 14		$ 131,600	
11	Skylight replacement	ea	17	$ 2,500	$ 42,500		
12	Exterior Masonry Repairs						
	1-story	ls	1	$ -	$ -		
	3-story	ls	1	$ -			$ -
13	Replace Exterior Door						
	1-story - exterior doors (1 pairs and 4 singles)	ea	5	$ 3,000	$ 15,000		
	3-story - exterior doors (1 pairs and 0 singles)	ea	2	$ 3,000			$ 6,000
	main entrance exterior & interior to meet ADA	ls	1	$ 20,000			$ 20,000
14	Interior Door Replacement						
	1-story	ea	28	$ 1,500	$ 42,000		
	3-story - lower floor	ea	39	$ 1,500		$ 58,500	
	3-story - 1st and 2nd floor	ea	87	$ 1,500			$ 130,500
	Interior Finishes						
15	Ceilings (removal and replacement)						
	1-story	sf	9,000	$ 6	$ 54,000		
	3-story - lower floor	sf	9,000	$ 6		$ 54,000	
	3-story - 1st and 2nd floor	sf	18,000	$ 6			$ 108,000
	Walls -Painting						
	1-story	sf	9,000	$ 3	$ 27,000		
	3-story - lower floor	sf	9,000	$ 3		$ 27,000	
	3-story - 1st and 2nd floor	sf	18,000	$ 3			$ 54,000
16	Flooring (removal and replacement)						
	1-story	sf	9,000	$ 7	$ 63,000		
	3-story - lower floor	sf	9,000	$ 7		$ 63,000	
	3-story - 1st & 2nd floor (hall & stairs only)	sf	3,600	$ 7			$ 25,200
17	Toilet Rooms						
	remodel to meet ADA (2 each near dining)	ea	2	$ 15,000	$ 30,000		
	remodel to meet ADA (2 each floor)	ea	6	$ 15,000		$ 90,000	
	New wall construction						
	3-story - lower floor	ls	1	$ 50,000		$ 50,000	
	3-story - 1st and 2nd floor	ls	1	$ 200,000			$ 150,000
19	Kitchen Equipment						
	New Walk-in cooler and freezer	ls	1	$ 50,000	$ 60,000		
	MECHANICAL						
20	Fire Protection System						
	new fire main to building	ls	1	$ 25,000	$ 25,000		
	1-story	sf	9,000	$ 3	$ 27,000		
	3-story - lower floor	sf	9,000	$ 3		$ 27,000	
	3-story - 1st and 2nd floor	sf	18,000	$ 3			$ 54,000

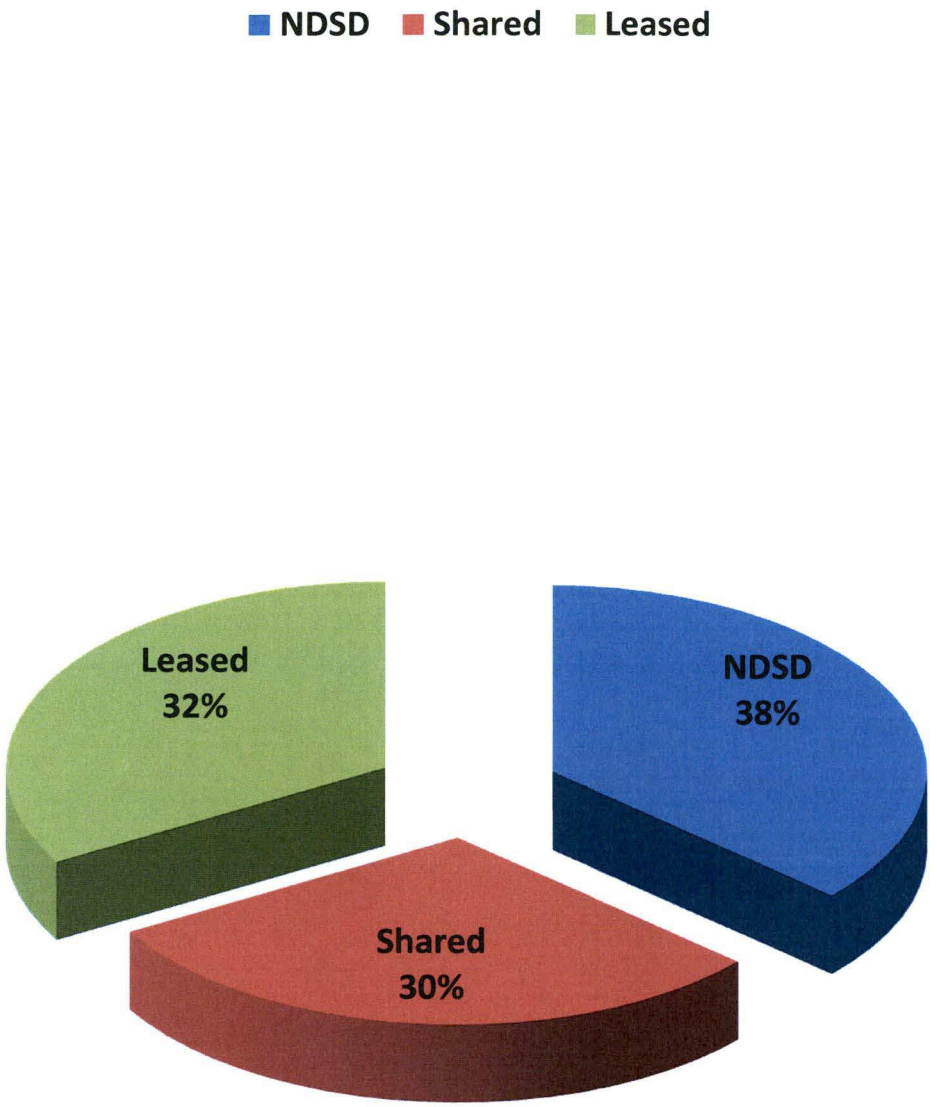
21	Plumbing										
	1-story	ls	1	$	100,000	$	50,000				
	3-story	ls	1	$	370,000			$	420,000		
22	Ventilation, Piping, Test & Balance										
	1-story	ls	1	$	400,000	$	400,000				
	3-story - lower floor	ls	1	$	500,000			$	500,000		
	3-story - 1st and 2nd floor	ls	1	$	300,000					$	300,000
23	Automatic Temperature Controls										
	1-story	ls	1	$	40,000	$	40,000				
	3-story - lower floor	ls	1	$	60,000			$	60,000		
	3-story - 1st and 2nd floor	ls	1	$	25,000					$	25,000
	ELECTRICAL										
24	Electrical Distribution		1								
	1-story	ls	1	$	95,000	$	95,000				
	3-story - lower floor	ls	1	$	95,000			$	90,000		
	3-story - 1st and 2nd floor	ls	1	$	45,000					$	45,000
25	Lighting										
	1-story	ls	1	$	120,000	$	120,000				
	3-story - lower floor	ls	1	$	120,000			$	120,000		
	3-story - 1st and 2nd floor	ls	1	$	240,000					$	235,000
26	Power										
	1-story	ls	1	$	40,000	$	40,000				
	3-story - lower floor	ls	1	$	40,000			$	40,000		
	3-story - 1st and 2nd floor	ls	1	$	80,000					$	80,000
27	Telecommunications										
	1-story	ls	1	$	25,000	$	25,000				
	3-story - lower floor	ls	1	$	10,000			$	10,000		
	3-story - 1st and 2nd floor	ls	1	$	25,000					$	25,000
28	Fire Alarm System										
	1-story	ls	1	$	20,000	$	20,000				
	3-story - lower floor	ls	1	$	10,000			$	10,000		
	3-story - 1st and 2nd floor	ls	1	$	20,000					$	20,000
29	Security										
	1-story	ls	1	$	30,000	$	30,000				
	3-story - lower floor	ls	1	$	-			$	-		
	3-story - 1st and 2nd floor	ls	1	$	50,000					$	50,000
	ENVIRONMENTAL										
18	Abatement Allowance	ls	1	$	100,000	$	25,000	$	25,000	$	50,000
	CONTINGENCIES 15%	%				$	203,475	$	266,415	$	206,655
	inflation increase							$	62,164	$	82,662
	ARCHITECT/ENGINEERING FEES 10%	%				$	155,998	$	210,468	$	166,702
	OWNER EXPENSES 2%	%				$	27,130	$	35,522	$	27,554
	OPINION OF PROBABLE COSTS - TOTAL					$	1,743,103	$	2,350,668	$	1,861,273

TOTAL	**$ 5,955,044**

Appendix E

Building Space Distribution

NDSD/RCDHH Useable Campus Space



Appendix F

Letters of Support

January 6, 2015

To Whom It May Concern;

I am writing to show my support of North Dakota School for the Deaf & Resource Center for the Deaf and Hard of Hearing.

Our daughter was a late diagnosis of mild sloping to profound loss bilaterally and she currently wears behind-the-ear hearing aids. If it wasn't for the staff at the school, I don't know what we would have done. We had exhausted all avenues of finding out why our daughter seemed not to be hearing us and then all of a sudden, she was hearing just fine. It wasn't until after having a sedated ABR done and the ENT telling us, she is fine, she is just slow, and you need to accept that. Well, that set something off in me and I was not just going to accept anything, I started asking around and most told me that I couldn't take her to the deaf school, that was just for deaf kids and they won't help you. Well, everyone was wrong. The school helped us tremendously, from first observation to having hearing tests done, to supporting our decision to enroll her in the school and not in mainstream. Since then, we have decided with the help of some excellent teachers to mainstream her for part of her day and the results have been amazing. She has excelled in the public classroom because of the extra help that she receives in the morning and afternoons at NDSD. They work with the public school teacher to reinforce writing techniques, spelling, and grammar that otherwise left on her own in the public school, would cause her to struggle.

North Dakota needs this school in the state, it covers services from "birth to death", which translates to outreach staff placed throughout the state to assist families from birth to three years old, the school is residential and has a deaf education program for preschool through eighth grade, and support throughout their high school years, then there is adult outreach services for those individuals that want it.

Sincerely,

Deanna Anderson

Deanna Anderson
5119 77th Ave Ne
Devils Lake, ND 58301

EARLY EXPLORERS
Head Start & Early Head Start

Phone: 701-665-4449
1401 College Drive North
Devils Lake, ND 58301
www.earlyexplorers.org

January 7, 2015

Dear Members of the Senate Appropriations Committee,

This letter is in support of SB 2013 requesting an appropriation for defraying the expenses for the Department of Public Instruction, State Library, School for the Deaf and North Dakota Vision Services- School for the Blind. This recommendation focuses primarily on the proposed budget of the North Dakota School for the Deaf operations and renovations.

Early Explorers Head Start and Early Head Start serve over 125 low-income children in the Devils Lake community. Early Explorers rents a three story building on the classroom that houses five infant toddler rooms, four preschool classrooms and home visitation programming. The program employees over 20 employees and is a lab school/practicum experience for students in early childhood education, nursing, education and other work experience programs. Early Explorers and the School for the Deaf had a strong partnership for the past ten-year maximizing resources (facilities, services & personnel) to serve vulnerable populations.

As part of the rental agreement, Early Explores contracts the ND School for the Deaf to provide daily food service. Early Explorers operates full day programming requiring breakfast, lunch and snack. Head Start requires that staff eat with children and that children living in poverty must be given enough food to meet their nutritional needs requiring the purchasing of additional meals. 160 meals are prepared for breakfast, lunch and snack equaling 480 meals per day. Between August and May 76,800 meals will be served to low income children in addition to serving students of the North Dakota School for the Deaf. This requires kitchen and cafeteria facilities that meet health and safety requirements, maximize workspace and storage and provide an optimal environment for the students.

I ask that the committee fully fund SB 2013 including the necessary renovations to the North Dakota School for the Deaf.

Sincerely,

Allison Dybing-Driessen

Allison Dybing-Driessen,
Program Director

From: MicheleBuster Rolewitz <rolewitz@hotmail.com>
Sent: Sunday, January 11, 2015 3:32 PM
To: Hovendick, Connie
Subject: Senate Bill 2013

Hi Supt. Hovendick,

RE: Senate Bill No. 2013

In behalf of the North Dakota Association of the Deaf, we support Senate Bill No. 2013 that the North Dakota School for the Deaf/Resource Center for Deaf/Hard of Hearing continues to provide services. Please do pass the bill.

Please share this with the Appropriations Committee.

Thanks!

Michele Rolewitz
NDAD President

SB 2013
3/10/2015 AM

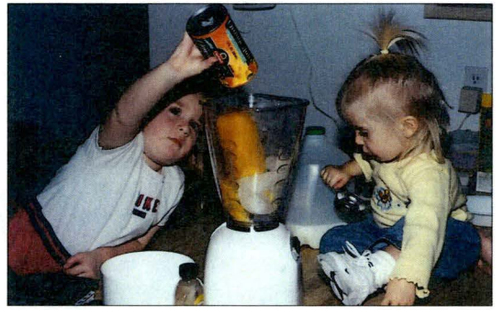
Why Early Intervention?

The first months and years of a child's life provide the foundation for later learning. Research tells us the period between birth through age five is a critical window for development. Children learn from their environment - absorbing language, thinking skills, and social skills as they experience the world with their families and caregivers.

Infants and young children with hearing loss have many of the same needs as other young children, however, the impact of hearing loss creates unique developmental needs. Qualified early interventionists provide support for families and caregivers to help them recognize their strengths and weaknesses.

Parent-Infant Overview

The North Dakota Parent-Infant Program for children who are deaf and hard of hearing, age birth to three years old, and their families offers intervention in a family's natural environment through daily routines.

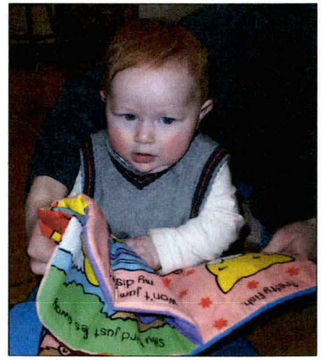


Through regular visits to the child and family, certified teachers of the deaf address the family's concerns and help determine priorities. Together, families, caregivers and early interventionists share information, discuss ideas and adaptations and monitor the child's progress. The purpose is to enhance each family's ability to help his/her child to become a participating family member and a part of the larger community.

The program also supports families and caregivers as they plan for the transition of children out of early intervention services and into the family's selected option for their three to five year old child.

This program is offered at no charge to families throughout the state of North Dakota and is provided through the Parent-Infant Program of the North Dakota School for Deaf.

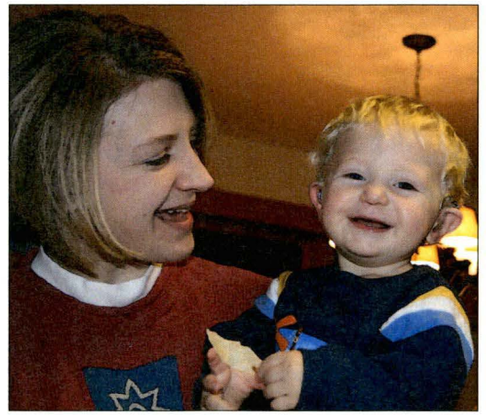
Any child residing in North Dakota with a suspected or diagnosed hearing loss can be referred to this program. Referrals can be made by family members, physicians, school districts, audiologists, speech and language centers or other agencies.



What Parents are saying about PIP

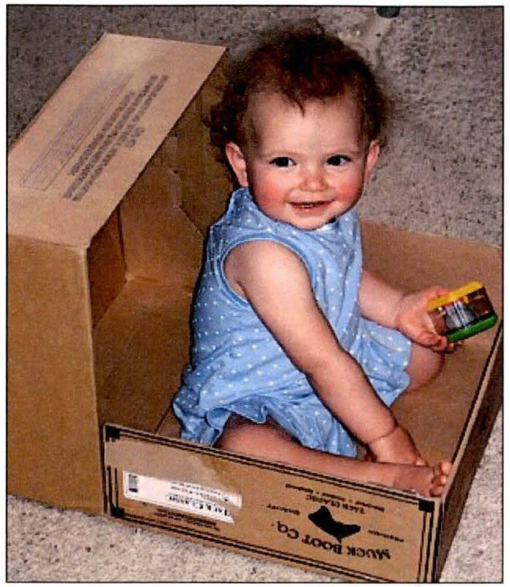
"No words could ever express our gratitude for all you have done and sacrificed for [my daughter]. Having two hearing impaired children and seeing the differences at the same age due to the times (ages) each were identified and the solid foundation [my daughter] now has just warms my heart."

- Hettinger -



"The Parent-Infant Program has been a very valuable program for our family. It has provided us with countless resources on hearing impairment, put us in contact with other parents of hearing impaired children, provided valuable one on one training, and given us hope, support and encouragement in our struggle to deal with raising children who are hearing impaired. Our boys have gotten a great start thanks to the Parent-Infant Program."

- Milnor -



Sponsored by

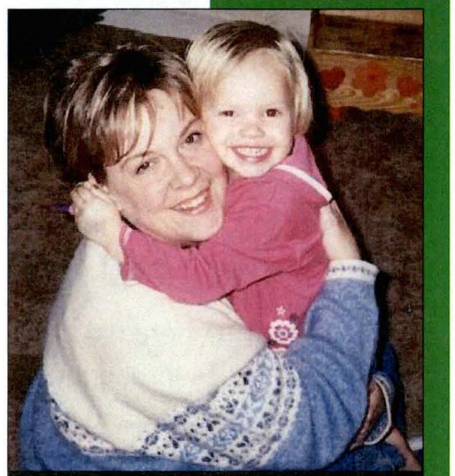
The North Dakota Parent-Infant Program for Children who are Deaf and Hard of Hearing, Age Birth to Three Years Old, and their Families

"Serving all of North Dakota"

A Division of the North Dakota Department of Public Instruction, Kirsten Baesler, Superintendent

North Dakota School for the Deaf does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services.

1/10/2013



Parent-Infant Program

A Family-Centered Approach for Supporting Families with Infants and Toddlers who are Deaf or Hard of Hearing

"Serving all of North Dakota"

Services Provided by Teachers of the Deaf Parent-Infant Specialist

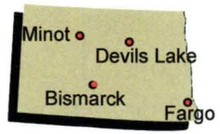
- Empower parents with specialized knowledge and skill about the impact of hearing loss.
- Reinforce and support families with helpful local, state and national resources.
- Integrate play activities in a family's lifestyle to encourage communication, language, audition and speech skills.
- Identify strengths and needs of families to have full participation in the intervention plan that have appropriate outcomes.
- Collaborate through parent and professional partnerships to maintain consistency.

- Support parents in understanding the audiogram and how to monitor the use and care of their child's hearing aids.
- Provide information regarding communication and educational options to assist with the transition out of the early intervention program(s).

A Parent-Infant Specialist combines fun with learning in a supportive environment for you and your family.

Parent-Infant/ Outreach Offices

Please direct referrals and questions to the Parent-Infant Program Specialist in your area:



Coordinator:
1401 College Drive N.
Devils Lake, ND 58301
Phone: 701-665-4400 or
Toll Free: 1-800-887-2980

Grand Forks:
1401 College Drive N.
Devils Lake, ND 58301
Phone: 701-665-4420

Minot:
Memorial Hall
500 University Avenue West
Minot, ND 58707
Phone: 701-858-3357

Bismarck:
418 East Broadway, Suite 228
Bismarck, ND 58501
Phone: 701-328-3987

Fargo:
1510 12th Avenue North
P.O. Box 5036
Fargo, ND 58105
Phone: 701-231-6036

Speech-Language Pathologist
C/O Mt. Pleasant School
201 5th Street NE
Rolla, ND 58367
Phone: 701-477-5062

ND SCHOOL FOR THE DEAF/ RESOURCE CENTER FOR DEAF AND HARD OF HEARING

Providing programs and services for deaf and hard of hearing citizens of all ages in North Dakota since 1890.

A Division of the

ND Department of Public Instruction,

Kirsten Baesler, Superintendent

North Dakota School for the Deaf/ Resource Center for Deaf and Hard of Hearing does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services.

1/9/13

North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing
Communications Department
101 College Drive N
Devils Lake, ND 58301
Phone: 701-665-4423

Communications Department

NORTH DAKOTA SCHOOL FOR THE DEAF/ RESOURCE CENTER FOR DEAF AND HARD OF HEARING

"Looking back with pride; Looking forward with confidence --

A school without walls"

Toll free: 1-800-887-2980

Fax: 701-665-4409

Email: ndsd@sendit.nodak.edu

Web: http://www.nd.gov/ndsd/

Professional Development and Support for Educational Sign Language Interpreters in ND

To assure that quality educational interpreting services are being provided to North Dakota's students who are deaf and hard of hearing, the 2011 ND Legislative Assembly, with support from the Department of Public Instruction, enacted NDCC 43-52 which states that "individual[s] working in an elementary and secondary school must [pass] the Educational Interpreter Performance Assessment at a level of 3.5 or higher." To ensure that individuals, regardless of their current job titles, become qualified, by state law, to interpret for students who are the deaf and hard of hearing, the Communications Department of the ND School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH), in conjunction with the Sign Language Interpreting Program of Lake Region State College (LRSC) offer school districts the following assistance:

Consultation/Evaluation/Referral

- The interview process for school districts who must review applicants for *educational interpreter* positions may be challenging. Staff members (nationally certified interpreters) are available to assist administrators during the interviewing and hiring of interpreters to help ensure that the most qualified and skilled person is selected.
- **NDSD/RCDHH staff may come to your school to assist with annual performance evaluations of educational interpreters. A staff member will complete a day-long classroom observation of the interpreter 'in action' and provide written feedback and recommendations for professional development if needed.**
- School personnel may contact NDSD/RCDHH as needed to obtain a list of certified freelance sign language interpreters to provide substitute interpreting for public school students. For your convenience, an updated list of interpreter names and contact information is also maintained on the NDSD/RCDHH website at: ww.nd.gov/ndsd/

Interpreter Skill Development and Certification Maintenance

- By utilizing ND's Interactive Video Network (IVN), educational interpreters may access sign language classes taught by NDSD/RCDHH and/or LRSC instructors.
- NDSD/RCDHH will host or co-host two workshops per year to provide knowledge and skill development opportunities for K-12 educational interpreters and allow them to earn CEUs for the certification maintenance program.
- Support group discussions hosted by a nationally certified sign language interpreter will be offered twice per year to provide educational interpreters with resources that will enable them to interpret more effectively for deaf and hard of hearing students.

North Dakota Captioning Center

It is the goal of NDSD/RCDHH to make communication and education accessible to all students to ensure that no child is left behind. A staff member from NDSD/RCDHH is available to insert closed captions and/or subtitles on educational videotapes and DVDs for school districts and educators in ND. Advance notice is required. Fees may apply.

Real Time Note-Taking Services

If a student has a documented disability that interferes with his or her ability to understand class lectures and write adequate notes, NDSD/RCDHH staff may provide remote real time note-taking support services (hourly fees are charged for this service).

Educational Interpreter Performance Assessment Test Proctoring

Proctoring of the Educational Interpreter Performance Assessment test is available at NDSD/RCDHH (or another designated site) twice per year for those requiring certification. Recorded work samples will be sent to Boys' Town National Research Hospital for formal diagnostic evaluation and scoring. Results identify interpreting strengths and weaknesses and if passed, will provide national certification. Test fees will apply.

Distance Mentoring for Interpreters

Interpreters needing answers or resources quickly may talk to or Skype with an experienced certified interpreter mentor. Live 'mentor chats' may be scheduled (call 701-328-3988 or email renae.bitner@sendit.nodak.edu). We will do our best to provide information regarding ethics, best practices and resources related to becoming nationally certified.

Educational interpreters have specialized responsibilities:

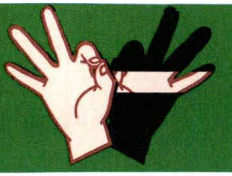
- Facilitate communication between deaf and hearing individuals.
- Relay information accurately to and from students who use sign language.
- Prepare for interpreting assignments by reviewing instructional information.
- Serve as a member of the educational team in planning students' programs.
- Collaborate with teachers concerning the physical environment, i.e. lighting, seating arrangement.
- Provide interpreting services for out-of-class activities during school day and after school for extra curricular activities, etc.
- Accept only those job tasks for which they are qualified.
- Participate in professional development opportunities in order to maintain skills and interpreter certification.
- Provide tutoring for students during free time or study hall per determination of the education team (IEP) or discussion with the IEP manager and under supervision of teacher.
- Teach sign language when appropriate.
- Provide information on deaf culture and deaf awareness issues.
- Educational interpreters must be trained and competent in both sign language and interpreting. Knowing "some" sign language does not qualify someone as an educational interpreter.
- Educational interpreters must be certified by a valid nationally recognized credentialing program such as those sponsored by the Registry of Interpreters for the Deaf (RID).

For more information about educational interpreting contact:
North Dakota School for the Deaf
Resource Center for Deaf and Hard of Hearing
1401 College Drive N.
Devils Lake, ND 58301
Toll Free: (800) 887-2980
Local: (701) 665-4400
Communications Department
(701)665-4423
Outreach Department
(701) 665-4411
E-mail: www.nd.gov/ndsd

The NDSD/RCDHH is a division of the
North Dakota Department of Public Instruction
Kirsten Baesler, Superintendent

The NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in its programs, activities, or employment.

1/9/2013



Interpreters in Schools

A Guide For Mainstream Educators

North Dakota School for the Deaf
Resource Center for Deaf and Hard of Hearing

Roles and Responsibilities in the Mainstream Classroom

Interpreter Responsibilities:

- Keep all assignments, classroom and student-related information confidential.
- Refer questions (from family & friends) regarding the student's performance to the appropriate teacher or IEP manager.
- Render the signed message faithfully, maintaining the speaker's spirit and content.
- Arrive promptly at interpreting assignments.
- Wear appropriate clothing (plain colored tops) to prevent eye-strain for the student.
- Position self so student can simultaneously see both speaker and interpreter. Interpreter may follow teacher around the room during discussion and lectures to facilitate communication.
- Interpret teacher lectures, guest speakers, films, additional noises and other students' questions, answers, conversations, etc.
- Refrain from evaluating teaching methods or behavior management techniques.
- Sign information to student and read student's signed responses then voice-to-English student's replies.
- Ask for a word or phrase to be repeated for clarification when message is not understood.
- Should not assume role of disciplinarian. The teacher maintains authority for all academic and social issues. The interpreter should not be used as a substitute teacher or supervisor at any time.
- Refrain from assuming the role of discussion person during an interpreting situation.
- Report communication concerns regarding student to appropriate teacher or IEP manager.
- Serve as a liaison in providing information regarding the use of interpreter services to the teacher as well as other students and staff.
- Assist in maximizing the classroom environment to ensure visual accessibility for the student.

The primary role of an interpreter is to facilitate communication between deaf and hearing consumers signing all that is said and voicing-to-English all that is signed.

Teacher Responsibilities:

- Assume educational responsibility for the student who is deaf or hard-of-hearing .
- Discipline student in same manner as other students in the classroom.
- Help assure that the student has appropriate seating taking into consideration visual and auditory communication needs.
- Provide student with notes from lectures or ensure that appropriate note-taking services are provided.
- Allow extra time for student to observe signed messages so he/she has opportunity to answer questions and participate in classroom discussions. Call on student in the same manner as a hearing student.
- Inform interpreter in advance of special presentations or field trips.
- Furnish interpreter with class text books and other relevant instructional materials.
- Refrain from participating in personal conversations and discussions with interpreter during class time.
- Discuss educational concerns regarding the student with the student's IEP manager—not with the interpreter.
- Address the student in same manner as you would a hearing student. Make eye contact with student and speak directly to him/her rather than to the interpreter.

Student Responsibilities:

- Arrive on time for class bringing needed supplies (paper, pencils, notebooks, text books, etc.)
- Complete his/her assignments/homework.
- Participate in class and pay attention to teacher through the interpreter.
- Discuss problems regarding classroom interpreter with the interpreter first, then the teacher or the interpreter's supervisor if necessary.
- Avoid unnecessary interruptions or conversations with interpreter while he/she is interpreting.
- Self-advocate—ask for a note-taker, tutor, or visually-accessible seating as needed.
- Ask interpreter and/or teacher for clarification of signs or vocabulary words that may be unfamiliar.
- Remember test days, homework, and other assignments. Do not rely on interpreter for reminders.
- Inform both teacher and interpreter about absences from class if known in advance.
- Refrain from chatting with interpreter during class time unless teacher allows others to chat as well.
- Sit in a position visually accessible to the interpreter.
- Learn to manage and understand interpreting accommodations (lighting, seating and scheduling support services) and self-advocate as needed.

Both interpreters and teachers must follow ethical guidelines to protect students' privacy and access to educational opportunities.

"Looking back with pride... Looking forward with confidence"

"A School Without Walls"

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing shall develop innovative approaches and access technologies to promote deaf education, both on and off campus; pursue research for effective strategies; and provide needs-based programs and services for adult clients which will greatly benefit North Dakota citizens, of any age, who are deaf and hard of hearing

Mission Statement:

"...to provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state."

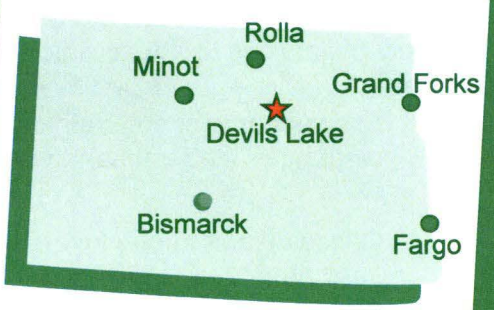
Outreach Services

The North Dakota School for the Deaf, established in 1890 by the North Dakota Constitution, is a division of the Department of Public Instruction. Currently, as the state's center of excellence on hearing loss, it provides services through its Parent-Infant Program serving infants, ages 0 to 3, and their families in the home; services for school-aged students, both on and off campus, age 3 to 21; and a resource center for adults with hearing loss whether life-long or later acquired.

Consultation services are provided to education programs, state agencies and businesses to meet the needs of individuals who are deaf or hard of hearing and their families.

- **Material Resources:**
  brochures, books, audio-visual resources
- **Public Information:**
  speaker's bureau, tours of NDSD/RCDHH, in-services, Deaf awareness programs
- **Sign Language/Interpreting:**
  interpreter referral, statewide sign language classes (on-site & remote), audio-visual resources; workshops for interpreters
- **Consultations/Assessments:**
  audiology, social-emotional, speech and language, sign language, classroom & teacher modification, developing appropriate IEP/IFSPs
- **Alerting & Communication Devices:**
  devices for demonstrative purposes; resources on companies & products; general information brochures
- **Summer Camp Program:**
  Week one: 7 to 12 years old
  Week two: 13 to 18 years old

North Dakota School for the Deaf Resource Center for Deaf and Hard of Hearing



"Serving people of North Dakota who are deaf and hard of hearing since 1890"

1401 College Drive N.
Devils Lake, ND 58301
Phone: (701) 665-4400
Toll Free: 1-800-887-2980
Website: http://www.nd.gov/ndsd/

Adult Services

The North Dakota School for the Deaf is designated as the state's resource center on hearing loss. It provides a variety of services to adults which may include:

- Assessments of communication, language, academic and vocational skills
- Consultations to employers on accommodations to improve employment accessibility
- Aural rehabilitation and communication strategies
- Assistive technology support
- Sensitivity and awareness training
- Advocacy for communication access
- General information and resources related to hearing loss
- Job seeking and retention skills

A Division of the
North Dakota Department of Public Instruction,
Kirsten Baesler, Superintendent

NDSD does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services

1/9/2013

Educational Programs

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH) provides students with a broad spectrum of disciplines including traditional academic offerings and special studies. Teachers of the Deaf utilize specialized methods of instruction that address the unique educational needs of children who are deaf or hard of hearing. Based upon each child's Individualized Education Plan (IEP), programming emphasizes the development of functional language including: expressive and receptive skills in speech, speech reading, manual communication (sign language and fingerspelling), reading, writing and audition. NDSD/RCDHH endorses the use of direct visual communication as well as oral and auditory skills to support education and to foster social and learning environments that nurture the development of positive self image and respect among students who are deaf or hard of hearing. Emphasis is placed upon the development of positive social and emotional attitudes, achievement in academic areas, vocational exploration and development of lifelong independent living skills.

Students participate in mainstream educational or extracurricular programs in the Devils Lake Public School system. Support services are provided to students as needed.

Health care services, administered by professional health care staff, are available twenty-four hours per day. Attention is focused on the total wellness of the student by monitoring each student's medical, dental, audiological and optometric needs. Residential staff members provide supervision in a secure, nurturing communicative environment that fosters positive values, good health and community involvement. Extracurricular, recreational activities and athletic opportunities are available to all students.

Parent-Infant Program

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH) supports a Parent-Infant Program for children with a hearing loss, ages birth to three years. This program, conducted in the home, utilizes the SKI-HI Curriculum to instruct families of infants with hearing loss in the areas of audiology, speech, language, auditory training and education options for their child.

NDSD/RCDHH hosts regional support groups, family learning vacation and provides an assortment of printed and audiovisual resources for parents.

ADULT SERVICES

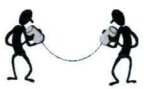
Coordinator
1401 College Drive N.
Devils Lake, ND 58301
Phone: 701.665.4401
Toll Free: 1.800.887.2980

Grand Forks Office
500 Stanford Road
Grand Forks, ND 58203
Phone: 701.230.8701

Bismarck Office
418 E Broadway Ave. #15
Bismarck, ND 58501
701.328.3988

Statewide Services

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing shall develop innovative approaches and access technologies to promote deaf education, both on and off campus; pursue research for effective strategies; and provide needs-based programs and services for adult clients which will greatly benefit North Dakota citizens, of any age, who are Deaf or Hard of Hearing



Mission Statement:

"...to provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state."

WE SERVE...

North Dakotans who are:

- Deaf
- Hard of Hearing
- Late-deafened
- Seniors with hearing loss

Family members of those with hearing loss

Public and private service providers

Employers and Businesses

Individuals and Community groups

A Division of the
ND Department of Public Instruction,
Kirsten Baesler, Superintendent

NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services

4/30/2014

NORTH DAKOTA SCHOOL FOR THE DEAF

RESOURCE CENTER FOR DEAF AND HARD OF HEARING

Adult Services

For more information contact:
North Dakota School for the Deaf
Resource Center for
Deaf and Hard of Hearing

Devils Lake Office
Phone: 701.665.4401 Toll Free:1.800.887.2980

Grand Forks Office
701.230.8701

Bismarck Office
701.328.3988

Website: www.nd.gov/ndsd/

ADULT SERVICES

The Adult Services Program at the North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing (NDSD/RCDHH) advocates on behalf of people who are Deaf or Hard of Hearing to promote opportunity and independence. NDSD/RCDHH shall strive to:

- ensure that communication and services are accessible
- increase awareness of needs of people who are Deaf or Hard of Hearing to the general public

Information and Consultation

NDSD/RCDHH maintains a central location for resources on hearing loss that include:

- lists of community, state and national organizations that provide services to people with hearing loss including: assistive technology providers, information regarding sign language interpreters and captioning providers
- general information about deafness, self-advocacy and communication needs
- information on compliance regarding the *Americans with Disabilities Act* (ADA); rights of individuals who are Deaf or Hard of Hearing as well as responsibilities of service providers

Educational Presentations

NDSD/RCDHH conducts training sessions to increase the public's awareness of hearing loss, the availability of assistive technology devices and the importance of communicative accessibility for people who are Deaf or Hard of Hearing.

Presentation topics may include:

- communication rights of individuals who are Deaf or Hard of Hearing
- how to obtain and work with a sign language interpreter
- types of assistive technologies including use of videophones and relay services
- impact of hearing loss and communication tips
- overview of the Americans with Disabilities Act and compliance
- American Sign Language and Deaf Culture
- how to make a home 'visually' accessible
- job seeking and retention skills

Assistive Technology

NDSD/RCDHH maintains an assistive technology center to demonstrate the following devices: amplified or text telephones, amplified ringers, phone flashers, baby monitor systems, fire and smoke alarms, F-M systems, doorbell flashers as well as other alerting devices for the home or work environment.

Library Resources

The library/media center at the NDSD/RCDHH offers a comprehensive collection of books, magazines and audio-visuals on an array of deafness-related topics including: Deaf Culture, ADA law and civil rights, deaf education, American Sign Language stories and interpreting literature. These resources are available for loan through the NDSD/RCDHH library. The librarian may be contacted at: 701-665-4433.

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing shall provide a continuum of non-duplicative services and shall collaborate with stakeholders and service providers to identify and meet existing and changing needs and to provide appropriate responsive services to all North Dakotans with hearing loss.

"Looking Back with Pride...Looking Forward with Confidence"

"A School Without Walls"

The North Dakota School for the Deaf/Resource Center for Deaf and Hard of Hearing shall develop innovative approaches and access technologies to promote deaf education, both on and off campus; pursue research for effective strategies; and provide needs-based programs and services for adult clients which will greatly benefit North Dakota citizens, of any age, who are deaf and hard of hearing

Mission Statement:

"...to provide an environment in which individuals who are deaf or hard of hearing can access the services and support that they may need to become and remain integrated, productive citizens of the state."

9/16/2014

North Dakota "Looking Back with Pride" Established 1890 "Looking Forward with Confidence" School for the Deaf

A Division of the

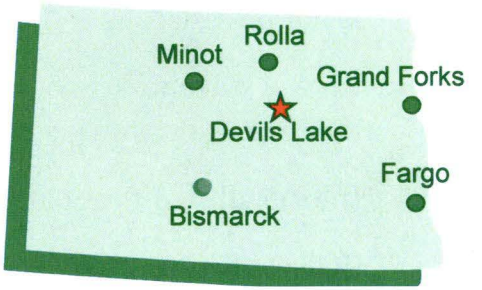
North Dakota Department of Public Instruction,

Kirsten Baesler, Superintendent

NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, age, or disability in employment or provision of services

2013-2015 Strategic Plan

North Dakota School for the Deaf Resource Center for Deaf and Hard of Hearing



"Serving people of North Dakota who are deaf and hard of hearing since 1890"

Dr. Connie Hovendick, Superintendent

1401 College Drive N.

Devils Lake, ND 58301

Phone: (701) 665-4400

Toll Free: 1-800-887-2980

Website: http://www.nd.gov/ndsd/

Strategic Goals

Overall Strategic Plan Goal

- To increase the number of infants and their families, students and adults that the North Dakota School for the Deaf/ Resource Center for Deaf and Hard of Hearing serves each year.

We Will

- Improve stake holder awareness of the NDSD/RCDHH services and the future direction of NDSD/RCDHH.
- Educate all stakeholders of the fact that deaf and hard of hearing people of all ages are at risk if appropriate intervention is not provided.
- Inform stakeholders of the scope and quality of services provided by Outreach Specialists who utilize "best practices" in the renewed statewide effort to serve deaf and hard of hearing persons in this "school without walls" strategy.
- Inform all significant stakeholders of the Century Code statute (25-07-10) Deaf Persons—Duty to Report.
- Collect all relevant data to identify the number of students, infants and families that are served by NDSD/RCDHH faculty and staff.

  Develop formal policy that delineates the eligibility protocol for children/students who should be reported.

  Develop formal protocol for referral process. Clearly describing the procedures to be followed with each referral.
- Provide support and professional development of all educational interpreters in the state through the partnership of NDSD/RCDHH and the Lake Region State College
- Develop a client search system for locating deaf and hard of hearing adults who are in need of service and resources.

NORTH DAKOTA SCHOOL FOR THE DEAF RESOURCE CENTER FOR DEAF AND HARD OF HEARING

Providing programs and services for deaf and hard of hearing citizens of all ages in North Dakota since 1890

A Division of the
ND Department of Public Instruction,
Kirsten Baesler, Superintendent

NDSD/RCDHH does not discriminate on the basis of race, color, national origin, sex, age or disability in employment or provision of services.

Statewide Outreach Services

5/5/2014

NORTH DAKOTA SCHOOL FOR THE DEAF
RESOURCE CENTER FOR DEAF AND HARD OF HEARING

Communications Department
1401 College Drive N
Devils Lake, ND 58301
Phone: 701-665-4423
Fax: 701-665-4409
Website: www.nd.gov/ndsd/

Outreach Communications
418 E Broadway Avenue, #15
Bismarck, ND 58501; Phone: 701-328-3988

"Sign language interpreters provide accessibility for Americans who are deaf. Foreign language interpreters interpret for those who have not yet learned English. While learning English is a choice for them, being deaf is not." -www.deafexpressions.com

The federally mandated Americans with Disabilities Act (ADA) of 1990 prohibits discrimination against people who are disabled. Accessibility for a person in a wheelchair is widened doors, lowered water fountains and ramps. For a person who is deaf, accessibility is defined as *effective communication.*

- Title I of the ADA addresses the provision of interpreters in the area of employment.
- Title II deals addresses providing interpreters for state and local government agencies. Programs, services and activities.
- Title III of the ADA addresses public accommodations and defines them as facilities, operated by a private entity, whose operations affect commerce and include the following categories:
    - Hospitals, doctors' offices and health care facilities including nursing homes and assisted living facilities and pharmacies
    - Police stations, law offices and courtrooms
    - Public schools, college and universities
    - Restaurants, bars, hotels
    - Theaters, exhibit halls and museums
    - Most places that provide services to the public

Professional Sign Language Interpreting

NORTH DAKOTA SCHOOL FOR THE DEAF RESOURCE CENTER FOR DEAF AND HARD OF HEARING

"Looking back with pride; Looking forward with confidence"

Promoting commitment to the pursuit of excellence in the practice of professional sign language interpreting for deaf, hard of hearing and hearing citizens of North Dakota.

Phone: 701-665-4400
Toll Free: 1-800-887-2980

About Sign Language Interpreting

The Americans with Disabilities Act (ADA) of 1990 mandates that all public and private agencies that provide services to the general public, and all employers with 15 or more employees, must be accessible to all people regardless of disability. For people who are deaf or hard-of-hearing, this means that communication must be accessible. Providing a sign language interpreter allows deaf or hard of hearing individuals and hearing individuals to communication clearly and concisely, saves time, and reduces confusion, liability and frustration for all involved.

Typical Settings for Interpreting

Always ask the deaf person if an interpreter is needed by writing the question on paper as he or she can best judge whether or not a particular topic of communication can be followed through writing, lip-reading or sign language interpreting. This decision depends on the length of discussion, terminology involved, the action that must be taken or the severity of the decisions made by all parties. The following are some settings which typically require the services of a professional sign language interpreter:

- Medical, dental and eye appointments
- Legal matters
- Local, state and federal government agencies
- Educational settings and programs
- Business appointments
- Employment-related meetings
- Public functions: forums, performances
- Special occasions: religious ceremonies, social functions

Hiring a Qualified Interpreter

After determining that an interpreter will be needed, how can one be found? The following ideas may help in your search.

- There are two ways to hire interpreters — direct hiring or using an interpreter referral agency.
    - ♦ Using an interpreter referral agency will likely be more expensive; however, the agency is responsible to make the contact, hire the interpreter and negotiate billing. The agency can also validate the interpreter's skill level and ethics.
    - ♦ You may negotiate rates for services when hiring an interpreter yourself. However, you may have to contact several interpreters before you find one that is available. The NDSD/RCDHH website lists certified interpreters in your area at: www.nd.gov/ndsd/ You can also search the site for local referral agencies.
- The Registry of Interpreters for the Deaf (www.rid.org) allows you to search for certified interpreters by state or zip code.
- When hiring an interpreter, ask to see his/her certification which indicates the interpreter has successfully passed appropriate performance tests and has skills required to use English and American Sign Language and have knowledge of hearing and deaf culture. The interpreter should also be familiar with ethical standards and practices of the interpreting profession. Valid certification in ND may be in one or both of the following national forms:
    - ♦ RID (Registry of Interpreters for the Deaf) includes MCSC, CSC, CI, CT, IC, TC, RSC or NIC, NIC Advanced or NIC Master.
    - ♦ NAD (National Association of the Deaf) includes Level 3 (Generalist), Level 4 (Advanced) or Level 5 (Master).

Using Interpreters Effectively

- Avoid directing questions to the interpreter while the interpreter is working
- Do not use the interpreter as a human model
- Respect interpreter break times, interpreting is physically and mentally taxing
- Address the deaf person directly and avoid using "Tell him, ask her" phrases
- Share notes, outlines or handouts with the interpreter in advance, when possible, so he/she may be well prepared for the assignment

Attachment #6
3/10/15 AM
SB 2013

TESTIMONY ON SB2013
HOUSE APPROPRIATIONS COMMITTEE
EDUCATION AND ENVIRONMENT DIVISION
BY: MARY J. SOUCIE, STATE LIBRARIAN
NORTH DAKOTA STATE LIBRARY
(701) 328-2492

Dear Chairman Monson & members of the Committee

For the record, I am Mary Soucie, State Librarian of North Dakota. I am here to give testimony on the North Dakota State Library's budget, which is included in DPI's budget, SB2013.

The Executive Budget recommendations included an increase in State Aid for Public Libraries, monies to create a grant fund for renovation and repair of public library buildings and salary increases for equity and retirement contribution.

The North Dakota State Library has three professional librarians who work closely with public library directors throughout the state, making visits to work with them in their libraries. Thus, the State Library staff has witnessed firsthand the critical need for renovation and repairs in public libraries in North Dakota.

Libraries serve patrons in multiple ways today, including with traditional services such as access to materials in a variety of formats; access to technology; and as cultural spaces for a variety of programs. Our patrons expect more from libraries than ever before. As needs and expectations evolve, so must the facilities that provide them.

Needed renovations include bringing library buildings into ADA compliance, increasing energy efficiency, adding additional outlets for computers and patrons' devices, and replacing old or damaged roofing materials.

We are seeking funds we can grant to our public libraries for renovation and repair. Sample renovations include repurposing space in the library, replacing worn carpets, adding seating areas for patrons, and increasing computer stations. We will require a 1:1 match for all grant projects. This will maximize the number of projects we can fund as well as exhibit local commitment to the library. The

match may be obtained from the municipality or through fundraising. New construction would not be [redacted]igible for this grant.

The aforementioned improvements will enable the libraries to increase services to children, job seekers, diverse populations, and seniors as well as to facilitate adult education and other programs that support small businesses and economic growth creating a more robust community center.

Our budget also requests an increase of $366,500 in State Aid for Public Libraries. This will bring State Aid to full funding levels for the first time since the law was enacted in 1979. Public libraries use state aid to pay for staffing to be open longer hours, technology, and materials that become available to all North Dakota citizens through Interlibrary Loan. State Aid is critical to our public libraries and makes a direct impact on the people of North Dakota.

The only change the Senate Appropriations Committee made was in the salary and retirement contribution increases.

In our presentation to the Senate Appropriations Committee we also outlined that in [redacted]ordance with the new Library Vision 2020 document that was adopted last year, the North Dakota Library Coordinating Council (NDLCC) would like to expand the scope of the Library Vision grants that the Council awards. I have included an attachment that outlines the history of the grants and how we would like to expand them. Also, attached to my testimony you will find a chart that outlines the Executive Budget Recommendation, the Senate Version, and the Senate changes to the Executive Recommendation. Finally, you will find letters of support from the library community in regards to our budget request, in particular State Aid, and the library renovation grants.

Our budget request supports the services that the State Library offers to citizens, students and libraries throughout North Dakota. We provide technical assistance, information and materials, education, online resources, and training for libraries, students and citizens.

We are very grateful for the legislative support that libraries have received in the past and look [redacted]ard to continued support. I will now stand for any questions.

250 [redacted] Library
SB 2013

	Executive Recommendation	Senate Changes	Senate Version
Salaries and wages	$4,515,656	(311,889)	$4,203,767
Accrued Leave Payments		-	0
Operating expenses	1,895,726	-	1,895,726
Grants	3,135,500	-	3,135,500
Total all funds	9,546,882	(311,889)	9,234,993
Less estimated income	2,452,175	(12,914)	2,439,261
Total general fund	$7,094,707	(298,975)	$6,795,732
Full-time equivalent positions	29.75	-	29.75

	Executive Recommendation			Senate Version			Change		
	General Fund	Other Funds	Total Funds	General Fund	Other Funds	Total Funds	General Fund	Other Funds	Total Funds
Ongoing									
State Aid to Public Libraries	366,500	-	366,500	366,500	-	366,500	-	-	-
Executive compensation	364,245	34,954	399,199	246,391	22,040	268,431	(117,854)	(12,914)	(130,768)
Targeted market equity	181,121	-	181,121	-	-	-	(181,121)	-	(181,121)
Total Ongiong	**911,866**	**34,954**	**946,820**	**612,891**	**22,040**	**634,931**	**(298,975)**	**(12,914)**	**(311,889)**
One-Time									
Library repair grants	250,000	-	250,000	250,000		250,000	-	-	-
Total One-Time	**250,000**	-	**250,000**	**250,000**	-	**250,000**	-	-	-
Total Budget Changes	**1,161,866**	**34,954**	**1,196,820**	**862,891**	**22,040**	**884,931**	**(298,975)**	**(12,914)**	**(311,889)**

ATTACHMENT B: LIBRARY VISION MONIES

Library Vision grants were first established in 1997, beginning with Library Vision 2004, for the purpose of strengthening the network of libraries throughout the state and to increase their ability to loan library materials to citizens across North Dakota. Since its inception, 67 libraries have joined our statewide network of library materials, making it more efficient to locate in-state copies of materials for patron requests.

In addition, Library Vision monies have been used to increase technology throughout the state. All public libraries in the state now offer Wi-Fi access, partially due to Library Vision grants.

In 2013, public libraries in North Dakota served 2,211,374 visitors; answered 398,035 reference questions for their patrons; and 161,667 North Dakotans participated in public library sponsored programs. Libraries are more vital to their communities than ever before.

In 2014, the North Dakota Library Coordinating Council (NDLCC) held a series of meetings across the state to begin the process of revising Library Vision 2014 (LV2014). We had public, academic, and school librarians in attendance. In July, the NDLCC adopted Library Vision 2020 (LV2020). This document outlines what library service in North Dakota should strive to be. Goals were developed, in partnership with the library community, and new mission and vision statements were adopted. The goals are:

A. Assure equitable access to information resources and library services throughout the state
B. Enhance library resources in a variety of formats
C. Enrich lifelong learning
D. Advocate for reading and the personal enrichment of library patrons
E. Strengthen the North Dakota State Library in its leadership role of coordinating, enriching, and providing awareness of library programs and services

In accordance with these updated goals, we would like the opportunity to expand the focus of our LV2020 grants beyond joining the online state catalog and technology. Our libraries clearly stated the need for grants to assist with programs, collection development, and to create inviting environments for community activities within libraries. We would like to use LV2020 to also meet these needs.

Increasing the ability to loan library materials remains a top priority; broadening the scope of LV grants will enable libraries to better meet the needs of their communities and improve the lives of all North Dakotans.

March 5, 2015

Chairman Monson
House Appropriations Committee
Education and Environment Division
Bismarck, ND 58505

Dear Chairman Monson and members of the Committee:

I am requesting that the House pass SB2013 with the funding as is stated. It is imperative that the North Dakota State Library receive funding to support the many services it provides North Dakota schools. These services will become even more important as schools move forward towards the Common Core initiative.

The North Dakota State Library provides free access to online databases which benefit both staff and students. Teachers might use these resources in curriculum preparation, curriculum support as well as a reference source. Examples of student use include tasks such as: completing assignments and projects, accessing reference materials and tutoring. As a library teacher I use multiple resources offered through the state library when teaching information literacy skills. A few examples are the periodical databases, Britannica School Edition, TutorND, NoveList K-8, and NoveList Plus. Without sufficient funding the state library may not be able to offer services that supplement and enhance curriculum in our school systems.

The North Dakota State Library also provides resource sharing within the North Dakota library system. Many school libraries do not have the capability to provide enough materials that fulfill the needs of all students. Schools are able to request items from libraries throughout the state by using interlibrary loan offered for free through the state library. It is crucial to school libraries that this free resource sharing continues to be available through the state library.

The state library also provides free training to students and staff. These trainings teach participants how to use the many resources offered by the library. The trainings may be held at the school, online, during a summer workshop, or at a library conference. It is important that funding for such up-to-date trainings continue to be available to all stakeholders in the North Dakota school systems.

Sincerely,

Kathy Jo Cline
Library Media Specialist
Beulah Public Schools
Beulah, ND 58523

Bottineau Public Library
314 5th Street West
Bottineau, ND 58318

701-228-2967

February 24th, 2015

Chairman Representative Monson and Members of the Committee:

My name is Beth Reitan, Director of the Bottineau County Public Library. I am writing to ask you for your support of SB 2013, in regard to the funding for the North Dakota State Library. We rely on the State Library more and more as our community and county grows. The services offered through the State Library, including Interlibrary Loan services, resource sharing, online databases and professional training and workshops are invaluable to us, as our budgets don't allow our library to access these services on our own. I also strongly urge you to support in this biennium's budget the full funding for public aid to State Libraries and the Renovation and Repair program for public libraries.

As the communities and counties grow and change, so must the library. Libraries are the one place where people can come from all walks of life and have equal access to everything we offer. Libraries are not just a place where a person can come in and read anymore. At any given time we have patrons filling out job applications, preparing their taxes, taking classes from high schools or universities, learning a new language, utilizing our meeting room, participating in story time, or using our technology.

The support of the proposed budget will ensure that we are able to keep up with the increasing demands of our growing population. I ask that you support all North Dakota libraries by voting in favor of SB 2013. Thank you!

Sincerely,

Beth Reitan
Bottineau County Public Library

February 26, 2015

Dear Legislators of North Dakota,

I am a middle school librarian who serves students in grades 5-8. I am writing in support of our North Dakota State Library. Our State Library is a very valuable asset to the students and staff of my school. Enhancing and funding educational opportunities and resources is of utmost value to the oldest and youngest residents of North Dakota.

The students of my school have the opportunity to utilize the **TutorND** services that, through the ND State Library, offer completely free one-to-one online tutoring in a secure environment. I have heard nothing but positives from students. The promotional materials I requested from the State Library were a hit with students and parents alike.TutorND is a wonderful tool for students all through their middle school, high school, and college career and it's completely free thanks to our North Dakota State Library.

My students also access **Britannica Encyclopedia** through the State Library. I used to purchase a yearly subscription to another big-name online encyclopedia. For the student numbers in my building, it ate up $595.00 of my budget each year. Having such State Library resources also puts Britannica in every home with Internet access. Please do not compare this wonderful offering from our State Library as a comparison to Wikipedia, the free online encyclopedia. Wikipedia is the online encyclopedia that '*anyone can edit.*' We want our students to have reliable information that Wikipedia cannot guarantee.

The ND State Library has also added **eBooks** for the residents of North Dakota. Again, it is incredible to have this available to students. As a librarian with a budget, there is no way I would be able to compete with the likes of the collection of eBooks offered through our State Library.

The fact that the resources available through the North Dakota State Library are extensive and have value to virtually every citizen of North Dakota, makes it worthy of praise and continued, expanded funding.

North Dakota advertises many of its assets in terms of tourism, agriculture, jobs creation, oil production, wealth, etc.....Our state is often put into the national spotlight due to extensive media coverage of those topics. They have value, and that value is recognized. Libraries also have immense value. Do you recognize their value and the value of our North Dakota State Library? Are you familiar with all it has to offer? I've only scratched the surface in terms of offerings from our State Library. The same is true of our public and school libraries. The North Dakota State Library is our '*mother-ship*' so-to-speak, and I would venture to say that most North Dakotans do not even know the wealth of free information and resources available to them through the North Dakota State Library. Expanded funding and recognition would further enhance our State Library and the libraries of North Dakota. This is a resource not touted to out-of-state interests, but meant to directly affect and enhance our own citizens and the education in North Dakota. As elected officials, you have the opportunity, and hopefully the desire, to recognize the State Library as the valuable, under-recognized asset that it is.

Sincerely,
Elizabeth Evans
Central Middle School Librarian
Devils Lake, North Dakota

Grand Forks
Public Library

March 6, 2015

Chairman Representative Monson and Members of the Committee:

I am writing to urge you to support SB 2013, relating to funding for the North Dakota State Library. The NDSL provides statewide access to important resources including one-on-one tutoring through TutorND, online e-resources such as downloadable books, magazines, and movies. In addition, through NDSL, residents can use computer databases that allow access to dictionaries, ancestry.com and magazines such as Consumer Reports, Highlights for Children, Annals of Internal Medicine, and hundreds more. The North Dakota State Library services ensure equal access to all residents of the state, regardless of location or population of their community. It brings the world to our state.

Also included in this biennium's budget is funding for the Renovation and Repair pilot program for public libraries. As so many of the public library facilities across the state are aging, they are requiring major updates to plumbing, electrical and HVAC systems that have outlived their projected lifespan, many by 20 years or more. In addition, many libraries were not built to the ADA standards of today and need to be remodeled. As the main resource for pre-kindergarten literacy experiences as well as for our lifelong learners of all ages, libraries play a critical role in our society and are busier than ever. The small amount of funding requested ($275,000) is just a drop in the bucket of the statewide need but it is a step in the right direction. I ask that you please support this funding.

I ask that you support all libraries in North Dakota, including the State Library, by voting in favor of SB 2013. Thank you for your hard work on behalf of the citizens of North Dakota.

Sincerely,

Wendy Wendt

Wendy Wendt, Director

2110 Library Circle
Grand Forks, ND 58201
tel: 701.772.8116
fax: 701.772.1379
www.gflibrary.com

Griggs County Public Library

PO Box 546
Cooperstown, ND 58425

gcpubliclibrary@mlgc.com
(701) 797-2214

www.griggscountypubliclibrary.com

March 5, 2015

Chairman Representative Monson and Members of the Committee:

I urge you to support SB 2013, relating to funding for the North Dakota State Library. The services that are provided by the State Library that are most important to our libraryincludethe direct support given through the field service personal and education opportunities. As a small library I do not have the resources nor education background to answer many of the "how to" question that arise when being the director of a library.

Especially important in this biennium's budget is the full funding for public aid to State Libraries and the Renovation and Repair pilot program for public libraries. In the past both our county and city governments have helped fund repairs to our library. In the past two years they have not been financially able to help with needed improvements. The library has had to rely on fund raising events to pay for needed repairs such as window from the late 1950's being replaced with energy efficient window this past summer. There is a need for other improvements such as insulating of exterior walls, carpet replace that is 20 years old, and others that will need to wait until funds can be raised through either grants or fund raising events.

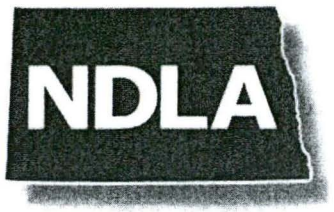
The library is the main source of Internet connectivity for many of our senior citizens and low income residents. These residents need instruction on using the computers. At times classes can be offered but often it is a one-on-one class. After school we see students using the computers to complete homework assignments. Job service now requires unemployment benefits be applied for by the Internet. The library staff is helping with these applications as many do not have the computer skills needed. It is through State Library grants that some of the computers have been purchased but more importantly is the training the State Library offers so the staff can assist the residents of our county.

It is only through the support of the State Library that the library is able to fill library needs in our community. Through the monetary support the State Library provides through State Aid and grants as well as the personal support given through the State Library staff, the Griggs County Public Library is able to provide quality service to the residents of Griggs County.

I ask that you support all libraries in North Dakota, including the State Library, by voting in favor of SB 2013.

Sincerely,

Bonnie Krenz, Director
Griggs County Public Library



North Dakota Library Association

Established 1906

March 9, 2015

Representative Monson and Members of the Committee:

I am writing to you as President of the North Dakota Library Association, Director of the Leach Public Library in Wahpeton, and as a fairly new resident and home-owner in your state. I urge you to support SB 2013, relating to funding for the North Dakota State Library. The State Library serves as a key leadership agency for all of the libraries and library professionals in this state. Without the State Library, it would be very difficult for myself and my colleagues across North Dakota to provide the exceptional library services which the residents of North Dakota deserve.

Included in this biennium's budget is the full funding for state aid to public libraries. This would be the first time in its inception that it is fully funded. The North Dakota Library Association represents libraries large and small across the state, all of which greatly benefit from the state aid they receive each year. At my own library in Wahpeton, state aid funds allow me to increase the materials, services, and opportunities I am able to provide to my community. I encourage you to support this very vital component of the budget, as these funds will allow the hardworking librarians across the state to continue to increase the level of library services we are able to provide.

Another key component in which I ask your support is the allocation of $250,000 from the general fund for a new pilot program to provide matching grants for public library renovation and repair projects. This one especially hits home for me. The Leach Public Library was built in 1924 after a local Wahpeton couple, Orrin and Cora Leach, donated $25,000 for its construction. It is on the National Register of Historic Places, and the City of Wahpeton is committed to keeping it operational. They recently invested over $150,000 to give our library a brand new roof, new cement work in the front of the building, and repair to the interior plaster and paint. A program that would help offset building renovations costs like these would allow libraries across the state to undertake the building projects necessary to keep our doors open and our buildings intact.

I ask that you support all libraries in North Dakota, including the State Library, by voting in favor of SB 2013.

Sincerely,

Greta Guck

President, North Dakota Library Association
Director, Leach Public Library

417 2nd Ave N
Wahpeton, ND 58075
(701) 642-5732

greta.leachplib@midconetwork.com

Soucie, Mary J.

[redacted]m: dpbackstrom@juno.com
[redacted]t: Thursday, March 05, 2015 9:15 AM
To: Soucie, Mary J.
Subject: letter of support

Maddock Community Library
114 Central Ave
Maddock, ND 58348
Priscilla Backstrom - Director

Dear Legislators,
I urge you to support SB 2013, relating to funding for the North Dakota State Library. The services that are provided by the State Library that are most important to our library include the interlibrary loans and technological support from the State Library. In small rural communities, we rely on the help and support of the State Library and the funds that support the community of libraries under it. There are many resources that would not be available without a connection to a larger body such as the State Library.

As a small community we are so much richer being able to offer patrons a greater range of materials through the interlibrary loans and materials offered by the State Library. We have a book club that meets monthly and have used the book kits from the State to facilitate patrons who would otherwise not have access to the books. We have had displays from the State Library that support our mission of lifelong learning.

[redacted]The support and offerings of the people at the State Library are exemplary and they need to have the funds to [redacted]tinue to offer encouragement, guidance and professionalism to communities around our State. A network of libraries is essential to the growth and depth of our State educationally and socially. The library continues to be a central spoke to the actions of a community and your aid is coveted.

Please support and vote in favor of SB 2013. Your State will be better for it.

Priscilla Backstrom - Director

[redacted]

February 27, 2015

RE: In Support of the North Dakota State Library

To: House Appropriations Committee, Education and Environment Division, chaired by Representative Monson

Dear Committee Members,

This letter is in support of the North Dakota State Library which I use frequently both personally and in my professional life as a writer and as a school librarian/media specialist at the May-Port CG School District in Mayville, North Dakota.

We are so privileged to have the services provided by our state library. My students use many of the resources available through NDSL – especially the TutorND, elibrary, online Britannica, and career planning and standardized test preparation, to name a few.

Just last week, I had a workshop for the teachers at our middle school and high school on the resources available at the North Dakota State Library andthe process of getting their own library cards. Later that week, many dropped in to show me the library cards they had received in the mail. They were so pleased with the availability of the many databases, eBooks, movies, language instruction, and the magazines available through Zinio. Their reaction to those discoveries was priceless! It was the most appreciated professional development workshop I have ever presented.

The staff at the North Dakota State Library have been phenomenal in their help and in making a wide-ranging variety of resources available to the citizens of our state. They have always answered my questions with patience and an eagerness to be of help. It is a pleasure to be in communication with them.

Thank you, Committee Members, for your support of the North Dakota State Library in the past and for considering the continuation of that support in the future. The North Dakota State LIbrary is definitely a resource that helps make North Dakotans a more informed citizenry.

Sincerely,

Doreen Rosevold

May-Port CG School District

900 Main Street West, Mayville, ND 58257

MINOT PUBLIC LIBRARY

516 SECOND AVE. SW - MINOT, NORTH DAKOTA 58701-3792 - PHONE 701-852-1045 - FAX 701-852-2595
WWW.MINOTLIBRARY.ORG

February 27, 2015

Mr. Chairman and Members of the Committee:

I urge you to support the North Dakota State Library's budget as passed by the Senate earlier this month. Libraries are of extreme value to our communities due to our current cultural and economic settings. The services we provide are immense in both their variety and importance and the support provided by the North Dakota State Library is tremendously important.

As most of you are aware, the Minot area has been greatly impacted by the oil industry and the Minot Public Library has seen an incredible increase in our usage. People from all walks of life come to the Library for information on housing, employment, civic and helping organizations and to use our many resources including books, electronic devices and technology (such as wireless internet access, computers, printers, scanners and more). Our inventory continues to grow, but it is still a struggle at times to meet the needs of our ever-expanding community. The Minot Public Library is fortunate to have the ability to utilize other resources throughout the state in the form of both materials and funding made possible by the State Library's budget.

In 2015, the Minot Public Library will be providing a state-of-the art Digital Makerspace and we intend to continue this "Maker" movement with the support of the ILEAD USA Institute in conjunction with the North Dakota State Library. In addition, we will be wrapping up our "Geek the Library" campaign in 2015 which was made possible through the support provided by the State Library. This program helped us reach hundreds of people in our community. These partnerships with the North Dakota State Library have allowed the Minot Public Library to thrive and without this support our community would not be able to receive the high quality services we currently provide.

I ask that you support the continued growth of the Minot Public Library and all libraries in North Dakota by approving the proposed budget of the North Dakota State Library.

Respectfully submitted,

Janet Anderson

Janet Anderson, Director
Minot Public Library

SITTING BULL COLLEGE

9299 Hwy 24
Fort Yates, ND 58538

(701) 854-8000

Fax:
(701) 854-3403

www.sittingbull.edu

3/01/2015

Mark Holman,
Library Director, Sitting Bull College
9299 Highway 24
Fort Yates ND 58538

Honorable members of North Dakota Legislature:

The services and resources provided by the North Dakota State Library continue to serve as the very bedrock for libraries across North Dakota. As you know, access to the vast knowledge and information resources of the world is necessary to maintain and continue to develop the human capital of North Dakota. As you also know, everything is not available on the Internet. Libraries still provide a crucial link between people and the high quality information needed to maintain the success of our State.

The staff at the library provides irreplaceable support services to the libraries of North Dakota. Through outreach, training, interlibrary loan and leadership, the library is helping to guide and support North Dakota libraries as they enter a future filled with new challenges.

The North Dakota State Library provides an incredible value to the citizens of North Dakota. For example, much of the best and most up to date information needed by students, researchers and citizens is stored in subscription databases. These databases are beyond the financial reach of many libraries on an individual subscription basis. The Library is able to negotiate fair access so that everyone in North Dakota can enjoy the benefits of high quality information.

I urge you to support the funding needs of the North Dakota State Library and support SB 2013.

Sincerely,

Mark Holman
Library Director, Sitting Bull College

Valley City Barnes County Public Library
410 N Central Ave Valley City, ND 58072
www.vcbclibrary.org

January 4, 2015

Chairman Representative Monson and Members of the Committee:

I am asking for yourcomplete support of SB 2013, relating to funding for the North Dakota State Library. A strong and well-funded State Library is essential in providing excellent library services to your constituents throughout the state of North Dakota. It is critically important to have full funding for public aid to State Libraries and the Renovation and Repair pilot program for public librariesin this biennium's budget.

I know there are many of our elected leaders who are asking the question, do we still need libraries since we have the internet? My first response is not everyone has access to the internet. Every day, here in Valley City, we have seniors, school children, and working adults who use our computers. Why? They cannot afford the monthly cost of internet service or the necessary computer. My second response is the question, how do you know if the information you find on the internet is good? In some respects you don't unless you have become a savvy consumer of information. You can accomplish this task through trial and error or consult with an information professional at your local public library. Library staff can provide you with good information resources like the databases provided by the State Library and ODIN. Database packages are frightfully [redacted]ensive and if the State Library wasn't there to provide those resources I know citizens in Barnes County and [redacted]obably a vast majority of citizens in other counties across the state would not have access to that high quality information.

I would also like to touch on the Renovation and Repair program. The Valley City Barnes County Public Library is one of three remaining historic Carnegie libraries in the state. The building is a beautiful neo-classical which requires a lot of maintenance. This last year the library underwent critical masonry repairs at a cost of $27,900. Thankfully we had some savings available for capital repairs and were able to secure a sizable grant since the building is listed on the historical register. Additional projects; the interior and exterior has not been painted for over fifteen years, the carpet throughout is badly worn and stained, and our children's area is in desperate need of updating. Our saving is very limited and not every project which needs to be addressed is eligible for grant assistance. Having a program available through the State Library to assist public libraries with needed renovations and repairs would provide an additional avenue to keep local libraries as a point of pride within and outside their communities.

Please vote in favor of SB 2013. All libraries in North Dakota need your support, especially the State Library. I have worked as a professional librarian in three other states. I have seen firsthand how the quality of state libraries impacts the state. Good libraries say a lot about a community's priorities.

Thank you for your time and attention.

Steve Hammel MSLS

Library Director Valley City Barnes County Public Library

16

Attachment #7
SB 2013
3/10/15 AM

NDLA North Dakota Library Association
Established 1906

TO: House Appropriations - Education and Environment Division
FROM: Kelly Steckler
AFFILIATION: North Dakota Library Association (NDLA), Legislative Chair
BILL & POSITION: **Senate Bill No. 2013 - In Favor**
DATE: March 10, 2015

ChairmanMonson and Members of the Committee:

My name is Kelly Steckler. I am the Legislative Chair for the North Dakota Library Association. I also serve as Library Director of the Morton Mandan Public Library, a combined city/county library.

I urge your support of SB2013, a bill which supports the services and programs of the North Dakota State Library, which provides access to information for *all* citizens of North Dakota. The services most important to libraries across the state are: online databases, interlibrary loan/resource sharing, and professional training. Especially important in this biennium's budget is theFULL funding for State Aid to Public Libraries and the Renovation and Repair pilot program for public libraries.

This year marks the first time since its inception in 1979 that State Aid to Public Libraries would be fully funded. Local property owners are paying property tax money that is feasible for local services, including libraries. With the influx of new families moving in to North Dakota, and public libraries being the hub of information, State Aid dollars would assist in the demand for important community resources such as: materials purchasing, technological enhancements, and story time programs for kids aged infants through teens.

The State Library negotiates the online database contracts and this allows users to obtain quality information online for free. Without those contracts, individual libraries could not afford to pay the online access fees for their citizens.

Interlibrary loan/resource sharing and professional training have proven invaluable to schools which are strapped for specific materials and staffing for training.

Finally, the Renovation and Repair pilot program for public libraries brings a direct interest to my own library, as well as other existing libraries across ND. We were so proud to move into a larger building twelve years ago. Now, as our Board updates its strategic plan, we are processing a timeline for things such as: window repairs, painting, and carpet replacement; all of which take a toll on building repair budgets. This pilot program provides a great opportunity to assist in some of these dollars!

Governor Dalrymple indicated his value of ND libraries by including these funding mechanisms in his budget. **I urge your support of SB2013** to fully fund the North Dakota State Library's proposed budget, which, in turn, enhances the services for all types of libraries in ND.

Respectfully,

Kelly Steckler

Kelly Steckler

Attachment #8
SB 2013
3/10/15 AM

Bismarck Veterans Memorial Public Library

March 10, 2015

To: House Appropriations Committee - Education and Environment Division

From: Christine Kujawa
Library Director
Bismarck Veterans Memorial Public Library
701-355-1482 ckujawa@cdln.info

Representative Monson and Members of the Committee:

I urge you to support SB 2013, relating to funding for the **North Dakota State Library** and **state aid for public libraries**, a formula first enacted in 1979. Governor Dalrymple's executive recommendation for the State Library includes **$2,133,000 for state aid to public libraries**, an increase of $366,500 from the 63rd Legislative Assembly, as well as **$250,000 for a pilot program to provide matching grants for critical library building repairs and maintenance projects**.

State aid to North Dakota's public libraries allows funding for additional resources and programs. In 2015, we anticipate receiving $95,000 in state aid for our Library and Bookmobile services. These funds are used for developing our collections: books in print, audio books, DVDs, eBooks, and more.

Due to the successful resurgence of the energy industry, our library staff are continually overextended in keeping up with the increased need for our services. People from all over the country are coming to Bismarck, which acts as an entry point and hub for individuals hoping to find work in the oil fields.

State Aid is extremely important for our public library and bookmobile. **Local property owners are paying property tax money to the extent that is feasible** in order to fund necessary public services, including public library services. **As a result of the impact of oil activity, there is clearly a need for an increase in funding to public libraries beyond what our cities and counties can provide.** This is why receiving the additional funds via state aid is so important for us.

It would be a credit to our state to have better-funded public libraries. They offer opportunities for personal enrichment and an informed citizenry. Services available through public libraries directly affect the quality of life in our communities. Supporting this bill would be something legislators could be proud of in their home districts, as they would see the positive effects of funding firsthand.

Governor Dalrymple and ND State Senators recognize the importance of public libraries throughout our state and the positive impact they have in our communities, as is evident by their recommended increase in funding. **I ask that you, too, support public libraries in North Dakota and vote in favor of SB 2013, as endorsed by Governor Dalrymple, ND State Senators, Bismarck City Commission, and Bismarck Veteran Memorial Public Library Board of Trustees.**

Sincerely,

Christine Kujawa

Attachment #1
SB 2013
3/10/15

North Dakota
Teacher
Support
System

2718 Gateway Ave., Suite 303
Bismarck ND 58503
701.328.9644
lstenehj@nd.gov
March 10, 2015

Chairman Monson and Members of the Committee,

My name is Laurie Stenehjem and I am the Coordinator of the North Dakota Teacher Support System. I am here today to thank you for your support in the past and in support of the $3 million appropriation for the Teacher Support System that is proposed in the Executive Budget for 2015-17.

I would first like to explain our request as shown on the second line of page 3 of my handout and in the information you received from DPI. We were requested by the Governor's Office in November to propose some projects we saw as needs in the state, along with anticipated costs. We submitted several plans with a total cost of all plans along with increased funding to maintain our present programming. Those total costs make up the $2,105,000 requested increase you see there. The Executive Budget includes an increase of $700,000 to cover our increased maintenance budget along with some money directed toward a principal mentoring program and increased support for Instructional Coaches. This amount seems appropriate to us.

This is the sixth year our program has been in existence and it continues to grow. We have two areas of responsibility which include mentoring for first-year teachers in the state and training and support for Instructional Coaches. I really want you to know what our Mentor Program involves for our new teachers and their mentors. You can see a representation of the program on page 4 of my handout. Our first-year teachers and their mentors spend 30 hours in one-on-one Conferences that are guided by a protocol and connected to standards of effective teaching (such as Danielson's Framework, or the models from Marzano or Marshall). The mentor also observes the teacher six times, the new teacher is videotaped twice and also spends 12 hours doing focused observations of other teachers, based on identified needs and goals. Mentors are trained before they begin mentoring and then participate in further training as the year progresses. Research is clear that mentoring programs need to be this comprehensive if they are actually going to make a difference in the classroom.

You are no doubt familiar with the concerns in the state about teacher shortages. These shortages have resulted in steady growth in the number of new teachers we serve, with an increase of 60 new teachers in our program this year for a total of 353 first-year teachers being served. The growth of the program is represented in the graph on page 5 of my handout. Another graph of interest on page 5 shows that the most common teacher in North Dakota during the 2013-14 school year was a first-year teacher. Page 5 also includes several other

numbers of interest. Page 6 lists the districts who are involved with our mentoring program this year. The MISO3 shows this year there are 528 first-year teachers in public schools in the state. The initial funding for the Teacher Support System in 2009 was meant to support 250 teachers.

Research done by our outside evaluators shows exceptionally strong support of our program by administrators, mentors and new teachers. I would be happy to share those results with you at any time. We also have consistent research from the MISO3 showing that participants in our program are more likely to continue teaching in North Dakota than non-participants.

Research shows that Instructional Coaches play a very significant role in supporting principals to help teachers become more effective. In order to do this well, they need training in skills beyond what they needed as classroom teachers themselves and we provide that training. You'll see on page 2 of my testimony a list of the outcomes of the Coaches Academy training we provide along with other information about ways we support our Coaches.

I'm happy to answer any questions you have for me, now or as you continue your work. We have a research-based, well-received program that makes a difference in classrooms in North Dakota. I respectfully ask for you to support the Executive Budget proposal of $3,000,000 so we can continue this important work. Thank you.

Department of Public Instruction
Flow-Thru State Grants Optional Budget Requests 2015-2017

1	2	3	4	5	6	7	
NUMBER	PASS-THROUGH GRANTS DESCRIPTION	2013-15 APPROPRIATION (base budget)	2015-17 REQUESTED INCREASE/DECREASE	TOTAL REQUESTED BUDGET	EXECUTIVE RECOMMENDED INCREASE	TOTAL EXECUTIVE RECOMMENDATION	
8	ESPB - National Board Certification	$ 120,000	$ -	$ 120,000		$ 120,000	
9	ESPB - Teacher Support Program	$ 2,300,000	$ 2,105,000	$ 4,405,000	$ 700,000	$ 3,000,000	/1
10	Gearing Up for Kindergarten	$ 675,000	$ 295,000	$ 970,000	$ -	$ 675,000	
11	Global Bridges	$ 150,000	$ -	$ 150,000	$ -	$ 150,000	
12	North Central Council of School Television	$ 535,000	$ -	$ 535,000		$ 535,000	
13	North Dakota Governor's School	$ 460,000	$ -	$ 460,000		$ 460,000	
14	North Dakota LEAD Center	$ 260,000	$ 7,500	$ 267,500	$ 7,500	$ 267,500	
15	North Dakota Museum of Art	$ 415,000	$ 20,000	$ 435,000	$ 20,000	$ 435,000	/2
16	North Dakota Teacher Center Network	$ 360,000	$ 180,000	$ 540,000	$ 54,000	$ 414,000	
17	Northern Plains Writing Project	$ 83,000	$ 24,000	$ 107,000	$ 10,000	$ 93,000	
18	Pathfinders Parent Project	$ 131,106	$ 19,000	$ 150,106	$ 15,000	$ 146,106	
19	Red River Writing Project	$ 90,000	$ 48,900	$ 138,900	$ 10,000	$ 100,000	
20	We the People Program	$ 20,000	$ 7,000	$ 27,000	$ 5,000	$ 25,000	
21	Young Entrepreneur Education Program	$ 120,000	$ 80,000	$ 200,000	$ 20,000	$ 140,000	
	TOTAL GENERAL FUNDS	**$ 5,719,106**		**$ 8,505,506**		**$ 6,560,606**	

/1 This additional increase was requested through OMB after the DPI budget was already submitted.

/2 This increase was funded in the Executive Budget as a one-time item.

North Dakota Teacher Support System

Mentor Program

Trained and Supportive Administrators

Trained and Supported Mentors

30 hours of one-on-one conferencing with protocol
6 observations of new teacher with feedback
2 videotapes with feedback
12 hours of focused observation of other teachers
Beginning Teacher Networks

Based on standards of effective teaching (Danielson, Marzano, etc.)

Ongoing Impact Studies (New Teacher Center Induction Survey, self-created surveys)

North Dakota Teacher Support System

Instructional Coach Program

Coaches Academy

- Change process
- Team Building
- Leadership training
- Trust/Relationship Building
- Professional Development Standards/Professional Learning Designs
- Facilitation/Meeting Skills
- Relationships/Contracting with Principals (training with principals)
- Dealing with Resistance
- Confidentiality
- Data Analysis
- Individual Coaching/Team Coaching
- Coaching skills and strategies
- Fierce Conversations
- Professional Learning Communities/Protocols for team work
- Accountability
- Sustainability
- Adult Learning

Crucial Accountability training

Coaches Connect

Scholarships to Learning Forward ND annual conference

North Dakota Teacher Support System

By the Numbers

2014-15

Mentor Program

353 First-year Teachers being served in 2014-15

60 More First-year Teachers being served this year than in 2013-1

340 Mentors in 2014-15

1041 Total Mentors trained by NDTSS since 2009-10

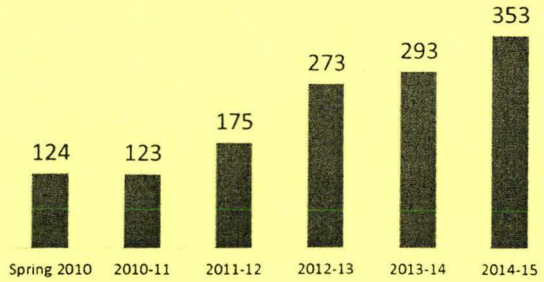
1338 Total First-year Teachers served by NDTSS since 2009-10

81 Districts involved in program in 2014-15

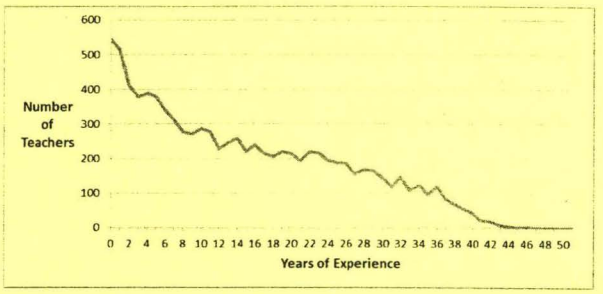
126 Total Districts served by NDTSS since 2009-10

330 Total Administrators completed training since 2009-10

7 Beginning Teacher Network grants awarded for 2014-15



Number of First-year Teachers Mentored



North Dakota Teachers by Years of Experience 2013-14

75% Of Teachers mentored in 2009-10 are still teaching in ND in their sixth year of teaching

93% Of Teachers mentored in 2013-14 are still teaching in ND this school year

98% Of Administrators agree that work with the mentor impacts student achievement*

96% Of Beginning Teachers agree that their mentor meets their needs as a growing professional*

98% Of Administrators agree student learning is positively impacted in the MENTOR's classroom*

99% Of Mentors agree that NDTSS has assisted them in developing their mentoring skills*

99% Of Administrators say they are satisfied with the ND Teacher Support System*

* from New Teacher Center Induction Survey results for 2013-14 school year

Instructional Coach Program

254 Have participated in the six-day Coaches Academy

46 Scholarships to the Learning Forward North Dakota Conference have been given out

North Dakota Teacher Support System Mentor Program Districts Participating 2014-15

Alexander
Apple Creek
Belfield
Beulah
Billings County
Bismarck
Bowbells
Burke Central
Carrington
Carson
Cavalier
Devils Lake
Drake-Anamoose
Dunseith
Elgin - New Leipzig
Enderlin Area
Fargo
Finley-Sharon Dist 19
Flasher
Fordville-Lankin
Fort Yates/Standing Rock Community
Four Winds
Garrison
Glen Ullin Public School
Grafton
Grand Forks
Griggs County
Hatton Eielson District
Hazen
Hebron
Jamestown
Lakota
LaMoure
Langdon
Larimore
Lisbon
Mandan
Manvel
Maple Valley
Mapleton
Midway
McClusky
Midkota
Montpelier
Mott/Regent
Munich
Naughton
Nesson Dist#2
New Public Dist 8
New Rockford-Sheyenne
New Salem - Almont
North Border
North Sargent
North Star
Northern Cass
Northwood
Oakes
Park River
Richardton-Taylor
Rolette
Rugby
St. John School District #3
Stanley
Surrey
TGU
Thompson
Tioga
Turtle Lake-Mercer
Underwood
Velva
Wahpeton
Warwick
West Fargo
White Shield
Williston
Wilton
Wing
Yellowstone 14

Attachment #2
SB 2013
3/10/15

PATHFINDER
PARENT CENTER
1600 2ND AVE SW, SUITE 30 . MINOT . ND . 58701
PHONE 1.800.245.5840 + 1.701.837.7500 FAX 1.701.837.7548
WEB pathfinder-nd.org EMAIL info@pathfinder-nd.org

Dear Representative Monson and Members of the House Appropriations Committee - Education Division,

My name is Cathy Haarstad. I am the Executive Director of the Pathfinder Parent Center. I am also the parent of a young woman with Down syndrome and ASD who graduated in 2011, has a paid, community-based job and lives in a supported apartment setting in Minot.

I am testifying today in favor of the pass-through funding for the Pathfinder Parent Center. An amount of $146,000.00 was included in the Governor's budget for the 2015-2017 biennium for your consideration and was approved by the Senate.

Please be aware that the Pathfinder Parent Center is requesting an additional appropriation of $123,658.00 dollars **above the amount attached to the governor's budget**.

My testimony will address 3 important issues for your consideration.

How the funding was used during the last biennium and the results achieved.

How Pathfinder saves the state of ND a significant amount of dollars.

Why additional funding above the increase in the Governor's Budget is being requested.

Document 1 - Contains the budget for the appropriation awarded during the 2013-2015 biennium and the outcomes that were obtained as a result of the previous the funding.

Document 2 - Contains an estimate of how the work done by Pathfinder contributes to a considerable savings to the state of ND.

Document 3 - Contains the amended budget and rationale for why this additional appropriation is needed and how it will benefit the growing population in ND.

Document 4 - Contains letters of support from directors of special education and families in ND.

Please let me know if the increase requested would have to be supported in the form of an amendment by a member of the committee. I am happy to answer additional questions that members of the committee may have at this time.

Sincerely,

Cathy Haarstad

Cathy Haarstad, Executive Director

Pathfinder Parent Center

How state funding was used previously and the impact it had in North Dakota.

Pathfinder is funded by a combination of federal, state and private dollars to provide information and education, statewide, to parents of children with disabilities age birth through 26. Pathfinder also assists parents and public schools with the early dispute resolution process.

1. **Pathfinder hired its first outreach coordinator to strengthen services available to under-served families (limited English proficiency and American Indian families) in ND.**

- Provided parent trainings in Belcourt, Dunseith, Ft Yates, and Mandaree
- Formed an American Indian Advisory Committee to assist with outreach efforts
- Hosted a talking circle for American Indian families during the 2014 parent involvement conference
- Supported 25 American Indian families to attend the same conference with stipends.
- Developed a draft manual for interpreters to use in explaining the IEP process to ELL families.
- Translated a document on parent rights in ND into Nepali, Somalia, Arabic, Bosnian and Spanish.
- Distributed the documents to schools in West Fargo, Fargo, Grand Forks, Williston and Minot.

2. **Pathfinder provided training and support to urban and rural schools to strengthen their ability to partner with families through FEET - Family Educator Enhancement Teams and other means.**

- Hosted a planning webinar with directors of special education.
- Created an online module detailing four approaches to parent engagement successful in ND.
- Provided presentations on parent Engagement in Fargo, Minot Bismarck, Carrington and Bottineau and scheduled two additional trainings in Dickinson and Williston
- Supported 70 parents to attend our annual conference.

3. **Pathfinder assisted the state of ND with early dispute resolution.**

- Accompanied over 15 families to various planning meetings to support dispute resolution.
- Provided numerous resources to planning teams to facilitate parent involvement.
- Assisted one family to cancel a due process hearing by providing alternative information on how to help a student with disabilities access higher education services.
- Assisted families in connecting with local administrators and teachers.
- Provided additional parent advising services to over 100 families per year.

Budget	Cost	Year 1	Year2	Biennium
Outreach coordinator - salary	$38,600.00	$21,310.00	$38,600.00	
Fringe@24%	$9,264.00	$5,114.40	$9,264.00	
In-state travel	$5,000.00	$5,000.00	$5,000.00	
Speaker fees & conference costs	$5000.00*3	$15,000.00	$15,000.00	
Parent Stipends	$2,000.00	$2,000.00	$2,000.00	
Parent Resources	$500.00	$500.00	$500.00	
Supplies -pens, CDs, folders, paper, etc.	$950.00	$950.00	$950.00	
Phone, postage, software, copying ; insurance, accounting, translation services	$5,000.00	$5,000.00	$5,000.00	
		$54,874.40	$76,314.00	$131,188.40

Estimated Cost Savings to ND Because of Pathfinder

Pathfinder completed 875 technical assistance calls with parents in the last nine months of the 2014-2015 school year.

These are calls in which parents who have been unable to resolve a dispute at the local level seek information about their rights, options and ideas for turning a situation around or information about next steps in formal dispute resolution processes.

Some calls are duplicates with the same parent who may speak with Pathfinder 5 or 6 times per dispute. Most calls take between 1 and 2 hours to process.

There is no exact way of knowing how many parents would have continued on by calling multiple administrators in the district or special education unit, calling DPI to complain, filing a formal complaint (lawyers are involved) asking for a facilitated IEP (DPI has to pay a specialist to facilitate the meeting which includes travel costs and local districts sometimes review those cases with legal counsel as well); asking for mediation (lawyers are definitely involved) or filing for a due process hearing (most expensive option for state and local schools).

Based on what parents talk to us about doing and then do instead we estimate the following cost savings for state and local agencies.

Action Considered By Parent Before Calling Pathfinder	#	Estimated Cost to State	Estimated Cost to LEA	Total Estimated Savings
Due Process Hearing	5	$5,000.00	$5,000.00	$50,000.00
Mediation	10	$3,000.00	$3,000.00	$60,000.00
Facilitated IEP	10	$1500.00	$500.00	$20,000.00
Formal Complaint	20	$500.00	$150.00	$13,000.00
Complaint Calls to DPI	155	$100.00	$50.00	$23,250.00
Complaint Calls to LEA Administrators	675	–	$50.00	$33,750.00
	875	$10,100.00	$8,750.00	$200,000.00

Pathfinder does NOT try to persuade any family to take a specific course of action. What we do is:

1. Behave in a way that results in parent trust and ability to feel heard.
2. Clarify information and misinformation about rights and services.
3. Identify alternatives that parents could take to resolve issues at the local level.
4. Assist parents to understand the hierarchy to use at the local level to resolve disputes.
5. Model for families, ways to communicate with educators that are positive.
6. Teach families how to advocate for their children using positive, pro-active strategies.
7. Provide families with better information and support to help their child at home.
8. At times, with family permission, we contact schools and sometimes suggest an alternative to fighting with the family that results in a win-win scenario.
9. Provide suggestions that strengthen the ability of the IEP team to problem-solve together.
10. Prove "on-the-job training" to parents with disabilities who need support to participate in meetings.

Funds being requested for the next biennium and how it will make a difference

1. The PPC continues to provide a valuable evidence-based parent-to-parent service that benefits over 2,000 families and all ND schools statewide.
2. The 2013 Otto Bremer Foundation Grant of $63,000.00 has been fully expended. Looking to private foundations of this type for continued funding is not realistic.
3. The increase in families coming to ND (one new family per week) as well as continued requests by schools for support with parent engagement and dispute resolution requires additional staff and resources. The expansion in funds will position Pathfinder to sustain and expand the work we do in a way that addresses some areas of the state with larger population centers (Fargo/West Fargo & Grand Forks) as well as Western ND (Minot, Bismarck, Dickinson, Williston).
4. The time spent in seeking private grant dollars takes away from our work with families and schools and offers a much smaller return on investment.
5. We have received increased requests to offer services to benefit transition aged youth in the form of preparing them to advocate for themselves in team meetings.
6. PPC would like to be able to continue its efforts to provide translated materials and support under-served families who often require significant time and resources by schools.

Pathfinder Parent Center Statewide Support	**Year 1**	**Year 2**	**Bienium**
Outreach Coordinator/Bismarck -	$ 35,000.00	$ 35,000.00	Items in white represent an increase in staff in keeping with the growing needs of our state in response to requests for services from various schools. Note items in gold were in the previous allocation and items in green represent real costs that we are not able to cover through other means.
Fringe	$ 7,441.00	$ 7,441.00	
[redacted]illiston Coordinator	$ 17,500.00	$ 17,500.00	
Fringe	$ 3,720.50	$ 3,720.50	
Fargo Coordinator (combined with other funds for 1 FTE)	$ 17,500.00	$ 17,500.00	
Fringe	$ 3,720.50	$ 3,720.50	
Project Support	$ 10,000.00	$ 10,000.00	
Fringe	$ 2,126.00	$ 2,126.00	
Total Salary and Fringe	$ 84,882.00	$ 84,882.00	
In-state travel to reservations, schools and families	$ 5,000.00	$ 5,000.00	
Speaker fees & conference costs to include parent stipends	$ 15,000.00	$ 15,000.00	
Translations	$ 1,000.00	$ 1,000.00	
Technology (remote support, enews, website)	$ 6,000.00	$ 6,000.00	
Rent/Office Space	$ 6,000.00	$ 6,000.00	
Parent resources (training curricula and other supports)	$ 500.00	$ 500.00	
Supplies (Paper, CDs, Pens, Post-it notes, folders,	$ 1,000.00	$ 1,000.00	
Professional Services (accounting, audit, insurance, professional liability)	$ 3,000.00	$ 3,000.00	
Phone and Printing Costs	$ 5,000.00	$ 5,000.00	
Total	$ 127,382.00	$ 127,382.00	**$ 254,764.00**

South Valley Multi-District Special Education

John Porter, Director
Linda Bladow, Business Manager
Peggy IntVeld, Admin. Asst.
PO Box 100 - Hankinson, ND 58041
Phone (701) 242-7031 ~ Fax (701) 242-8202

Date: January 12, 2015

To: North Dakota State Legislator

Re: Funding support for ND Pathfinder Parent Center

Dear Sir or Madam:

I am writing a letter of support for the continued funding and potential increase in funding for the ND Pathfinder Parent Center. The ND Pathfinder Parent Center has been a key resource to countless families across North Dakota as they attempt to find resources and information about special education. The ND Pathfinder Parent Center has also provided professional development to special education staff in local districts and on a regional level.

The staff at ND Pathfinder Parent Center is always willing to stretch every dollar they receive to its maximum degree and beyond in order to ensure that parents and school district personal are provided the best information available. Families and school districts use the parent training modules and other documents, created by the ND Pathfinder Parent Center, across the state to assist families in being more involved in the special education process.

An increase in funding would allow the ND Pathfinder Parent Center to advance their services further assisting more families and creating more resources such as a statewide website for parent information.

I encourage you to please continue the funding or consider an increase in funding. If you have any questions please feel free to contact me.

Sincerely,

John Porter
Director
Rural Cass Special Education Unit
South Valley Special Education Unit
PO Box 100
Hankinson, ND 58041
701-640-1421
jporter@rrt.net

BISMARCK PUBLIC SCHOOLS

BISMARCK PUBLIC SCHOOLS
Special Education
806 North Washington Street
Bismarck, North Dakota 58501
701-323-4028
Fax: 701-323-4027

CINDY WILCOX
Director

LINDA HOAG
Assistant Director

PEGGY LUTOVSKY
Coordinator

LINDSEY DIRK
Coordinator

DANICA NELSON
Coordinator

January 12, 2015

To Whom It May Concern:

This letter is written in support of continued funding for the Pathfinder Parent Center. The Pathfinder Parent Center has been an invaluable partner in assisting students with special needs by serving as a resource to both parents and schools. As a special education unit, we have accessed:

- The services of their outreach coordinator to facilitate communication between school and home
- Their training modules for educators on parent engagement
- Face-to-face training to address specific issues for individual schools/situations
- Their resources on a multitude of topics for both parents and school personnel

There is a critical need for this funding as several other current funding sources will no longer be available.

Please support schools and families in their endeavors to have all students with disabilities graduate and be prepared for post-school life by continuing to support the Pathfinder Parent Center. Their mission is essential, and they do an outstanding job in carrying it out!

Sincerely,

Cindy Wilcox

Cindy Wilcox, Director of Special Services
Bismarck Public Schools

Souris Valley Special Services

Dr. Alison Dollar, Director
Larry Halvorson, Business Manager

Bridging Education; Building Futures

On March 10, 2015, the ND Department of Public Instruction (NDDPI) budget will be heard before the Senate Appropriations Committee. I am requesting the following letter be shared with the committee.

March 10, 2015

Dear Members of the House Appropriations Committee,

I am writing in support of the continued funding of the Parent Training and Information agency, the Pathfinder Parent Center, within the ND Department of Public Instruction budget.

The Pathfinder Parent Center is the only *Parent Training and Information* center in North Dakota. The Center was first established to assist parents and families who have children with disabilities because the regulations within the educational system for students with disabilities can be very difficult for parents to understand and maneuver. The needs of parent who have children with disabilities are not only continuous, with the growing population of North Dakota, the need for assistance is also increasing.

As a brief explanation, the Pathfinder Parent Center's responsibilities include, but are not limited to, services such as early dispute resolution activities, training and/or assisting parents through the special education system and paperwork, legal requirements, and educational expectations. The staff of the Pathfinder Parent Center work individually, in small training groups, and in large workshop settings with parents of children with disabilities. The staff also visit with and conduct important training sessions with school administrators and faculty on the topic of disabilities and positive partnerships with parents and families across North Dakota. The center also hosts an annual conference for parents across North Dakota, which is a rare opportunity for parents to receive valuable information from national speakers and trainers on the topic of disabilities.

7

215 2nd Street SE, Minot ND 58701 701.857.4410 701.857.4419 Website: www.svssnd.org Fax: 701.857.4413

As a previous State employee and now a local special education director, I have worked with the staff of the Pathfinder center for approximately ten years. The services they offer parents, special education teams, schools, and special education units have resulted in much improved relationships earlier in the special education process; thus increasing educational benefit to the children involved. The early dispute resolution services have decreased the number of state complaints to a point where schools and parents now work positively with each other, keeping the child the center of need and attention.

While reviewing the NDDPI budget, please keep in mind the service agencies within that budget. The Pathfinder Parent Center is an agency that North Dakota parents, families, and schools cannot, and should not, go without.

Sincerely,

Dr. Alison Dollar

Director, Souris Valley Special Services

8

215 2nd Street SE, Minot ND 58701 701.857.4410 701.857.4419 Website: www.svssnd.org Fax: 701.857.4413

Attachment #3
SB 2013
3/10/15

House Appropriations Committee

March 10, 2015

Testimony by
Jon Martinson, Executive Director
North Dakota School Boards Association
SB2013 DPI Budget: Pass Through Grant

The North Dakota School Boards Association and the North Dakota Department of Public Instruction, in cooperation with Atlantik-Brucke, have worked together to provide study tours of Germany for social studies teachers. Over 600 teachers from various states have participated in these study tours.

Atlantik-Brucke, a non-profit organization located in Berlin, has invited teachers from North Dakota to participate in these intense programs in 2006, 2008, 2010, and 2011. Teachers visit with business and industry leaders, government officials, journalists, fellow teachers, and students. In 2011, the itinerary included visits to Berlin, Frankfurt, Cologne, Dusseldorf, Potsdam, and Sachenhausen, a former concentration camp.

Dr. Beate Lindemann, former Executive Vice-President of Atlantik-Brucke, has formed an organization called Global Bridges. She will be spearheading study seminars of Germany for social studies teachers, business and government leaders, and elected officials. Dr. Lindemann brought a delegation of German business and government officials to Bismarck in August 2013.

Global Bridges has established "The Young Leaders Program" that includes study tours to China, Israel, and Eastern Europe. The purpose is for young leaders around the world to meet for in-depth discussions about social, economic, and political issues. The work of these leaders not only builds the future for Trans-Atlantic relations, but helps forge stronger international relationships around the globe.

Participants from North Dakota strongly endorse these programs, and I am requesting an appropriation of $150,000 in the Department of Public Instruction's budget to continue these outstanding professional development opportunities.

Attachment #4

NORTHERN PLAINS WRITING PROJECT: BUDGET REQUEST FOR 2015-2017 SB 2013

3/10/15

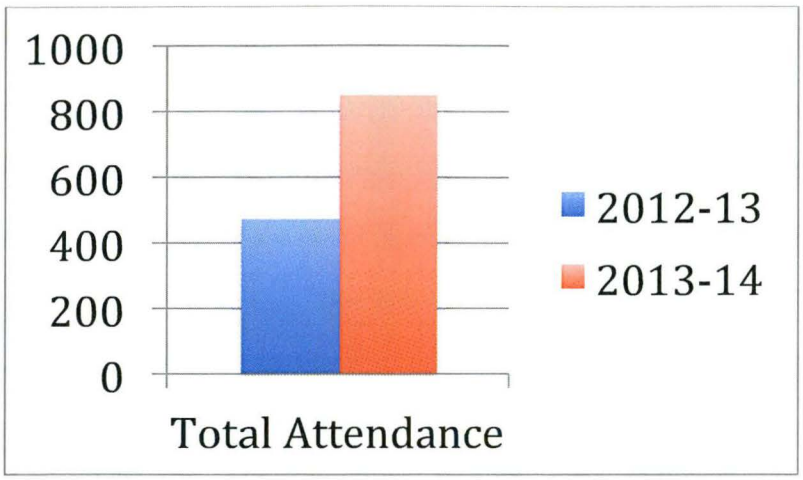
Budget Request for 2015-2017	
To adjust the stipends to match increasing tuition & dorm costs (increasing from $1,300 to $1,400)	**$4,000**
To increase the number of stipends to cover increased enrollment (11 in 2014)	**$8,000**
To cover the registration, travel, and per diem expense of sending more teachers to both the regional NDCTE ($275) conference and the national NCTE ($2,500) conference	**$5,000**
To increase the Office Manager's salary from $1,000 a semester to $2,000 a semester	**$4,000**
To increase the number of anthologies printed and increase the font size	**$3,000**
Total	***$24,000***

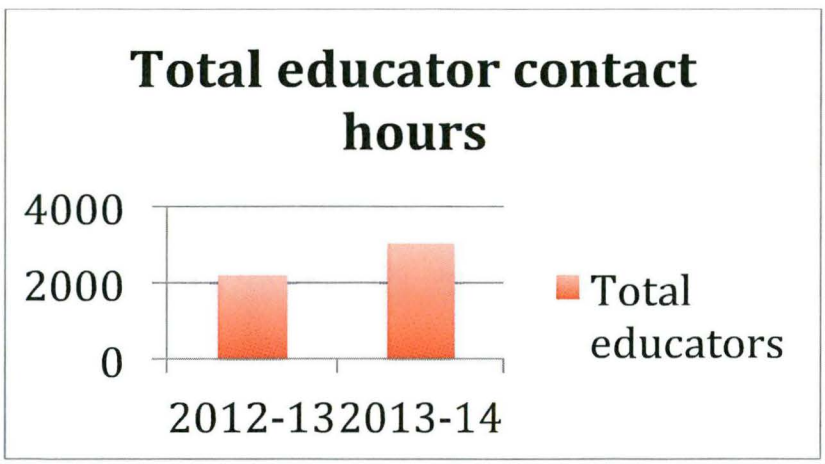
Current 2014 Budget, beginning July 1, 2014 and ending June 30, 2015	
Stipends for 11 Summer and Advanced Institutes (including Dorms +Federal funding of $10,000)	**$5,740**
Books & Supplies for Pre-institute, Summer and Advanced Institutes:	**$1,484.04**
North Dakota Council of Teachers of English Annual Conference for 12 teachers (Registration & Lodging)	**$3,310.78**
Sponsor with the North Dakota Reading Association to have Donalyn Miller as Keynote Speaker	**$2,000**
Mini-Institute in Bismarck Supplies	**$125.36**
Mini-Institute Facilitators Salary:	**$800**
Salary for Judges of the State Fair Writing Contest	**$280**
Institute Co-Facilitator Salary (+Fringe Benefits)	**$3,122.55**
Director's Salary (+Fringe Benefit):	**$3,600**
Office Manager (Graduate Student Stipend):	**$2,000**
Assistant and Guest Speaker stipends for the Bismarck Young Writers:	**$420**
Writing Project Sponsorship	**$500**
Promotional Brochures based on 2014 expenditures (Printing , Envelopes & Mailing done in March)	**$661.76**
Young Writers Institutes in Bismarck, Minot, and Williston (supplies & facilitator salaries done during the 1st week of June)	**$1,650**
National Council of Teachers of English Annual Conference for 6 teachers (Registration, Travel, Lodging, Per Diem done in November 2014)	**$10,744**
Pre-Institute (May & June 2015, Books, Supplies)	**$1,014.43**
Sponsor in Partnership with the North Dakota Council of Teachers of English to have a Keynote Speaker	**$2,000**
Anthology of Summer & Advanced Institute Writing, Young Writers, & State Writing Fair Winners	**$2,046.99**
Total	***$41,500***

RRVWP

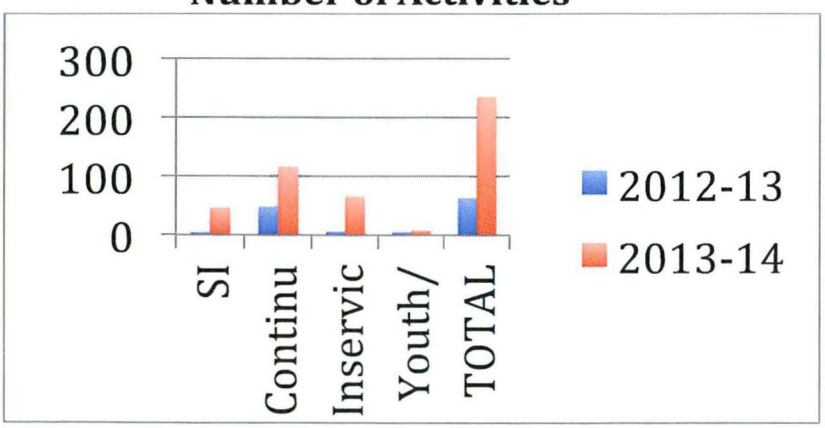
RED RIVER VALLEY WRITING PROJECT

Improving Literacy Instruction, K-16





Number of Activities



FAST FACTS:

-The RRVWP changed host institutions from UND to NDSU on March 1, 2014.

-The move was designed to reach more teachers, and we have **succeeded** in that goal.

-Total attendance at our programs increased from 471 to 848 over the past two years, an **increase of 80%!**

-The TOTAL number of **contact hours** increased from 2274 to 3217, an **increase of 42%!**

-The number of educator **contact hours** increased from 2195 to 3020, an **increase of 38%**

-The **number of activities** we offered increased from 63 to 235, an **increase of 273%!**

-We accomplished this growth by leveraging our state funding to bring in additional grants.

2

Proposed Annual RRVWP Budget for State Funding for Biennium 2015-17	
Outreach to Public Schools/Inservice Coordination and Planning	$13,500
Young Author Summer Writing Workshop for At-risk Youth	$8,000
Grand Forks Summer Week-long Workshop, with housing for rural teachers	$3,000
Fargo/Grand Forks Summer Week-long Workshop, with housing for rural teachers	$3,000
Fargo Summer Week-long Workshop, with housing for rural teachers	$3,000
Summer 3-week Workshop, with Academic Year follow-up & housing for rural teachers	$17,000
Joint Site Fall Conference/Retreat	$1,000
Joint Site Winter Conference/Retreat	$1,500
Professional Books for Study Groups	$1,000
Professional Book Group/Writing Group Facilitators, Grand Forks and Fargo	$1,000
State Art and Writing Awards Coordination	$4,000
Materials, Duplicating, Mail	$2,000
Marketing	$1,400
National Writing Project (NWP) sponsorship fee	$500
Local travel reimbursements	$1,000
Travel to NWP Spring Meeting on leveraging federal grant funds	$2,500
Travel to NWP/National Council of Teachers of English annual conference to develop site leadership	$6,000
Requested Annual TOTAL	**$69,400**
Previous Biennium annual total	**$45,000**
Requested increase (54%)	**$24,400**

We justify this increase of 54% because we have grown! The total attendance at our programs during the last two years increased by 80%. We have been active in leveraging our state funding to find other sources of funding during the last biennium. These efforts have been successful—see below:

Grant Name	Amount	Time Period
Scholastic/Local Fund	$2,000	January 2014
NDHC Grant	$6,400	2013-2014
SEED Teacher Leadership Grant	$10,000 per year for 2 years	7/ 1/2013 to 6/30/2014
SEED Teacher Leadership in HIGH NEED School	$20,000	8/1/2014 to 8/31/2015
NDSU English Dept	$640	Summer 2014
Assignments Matter Grant	$2000	2014-2015
Total	**$51,040**	

Teachers at the Summer Institute/Students at the Scholastic Awards Ceremony

RRVWP

RED RIVER VALLEY WRITING PROJECT

Improving Literacy Instruction, K-16

About the Red River Valley Writing Project

The Red River Valley Writing Project is a professional development and support network for K-college teachers. Its focus is to improve the teaching and use of writing across all grade levels and subject areas.

Our Mission

- To create a network of teachers who can share their success in teaching and using writing;
- To develop a community of teachers who are also writers;
- To encourage personal growth and professional growth in the teaching of writing, and
- To improve the writing of students in the region.

What We Offer

- Professional development to schools and districts;
- Writing and book discussion groups;
- Mentoring and support;
- Writing workshops for students;
- **Promotion and adjudication of the state-wide Scholastic Art and Writing Awards (NEW in 2014)**;
- Summer institutes and workshops.

Our Core Assumptions

- Writing instruction is improved when teachers themselves engage in and reflect on the practice of writing.
- Professional development should be grounded in local contexts and draw from local teachers' expertise.
- While there is no one right way to teach writing and to use writing in the classroom, there are many ineffective ways. Practice should be informed and supported by an established body of research.
- Teachers at all stages of their careers need space and support to reflect on their practices. Those in the first five years of teaching especially need this type of support.

Our Connections

RRVWP is a site of the National Writing Project and is based at North Dakota State University in Fargo. Every NWP site hosts an intensive summer institute for up to 20 exemplary teachers. Ongoing events provide further training for these teachers to become "teacher-consultants," ready to provide training to other teachers through inservice programs. The effectiveness of the NWP "teachers teaching teachers" model has been documented in numerous independent studies.

Since 1999, the Red River Valley Writing Project has reached hundreds of teachers in eastern North Dakota through its summer institutes and inservice programs. Kelly Sassi is the current director of the RRVWP.

National Writing Project www.nwp.org

Red River Valley Writing Project www.rrvwp.org

The National Writing Project has a proven record of RESULTS:

"NWP's latest research results demonstrate that professional development programs designed and delivered by NWP sites have a positive effect on the writing achievement of students across grade levels, schools, and contexts."

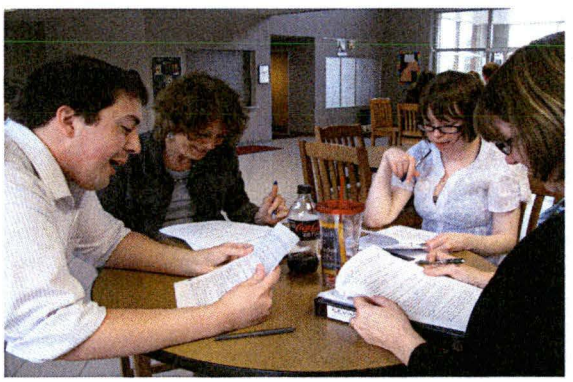
Key Findings

-In 16 studies conducted in seven states, 103 of 112 comparisons show positive results in writing achievement favoring students in classrooms of NWP participants.

-Student results are strong and favorable in those aspects of writing that the NWP is best known for, such as development of ideas, organization, and stance.

-Students in Writing Project classrooms gained more often than their peers in the area of conventions as well, suggesting that basic skills also benefit from the NWP approach to teaching writing.

-In the overall or holistic measure, in every case the improvement of students taught by teachers who participated in NWP programs exceeded that of students whose teachers were not participants.



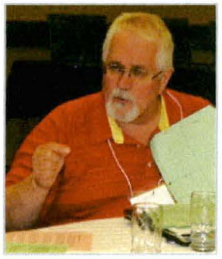
In the era of Common Core State Standards Assessment, student writing will be tested in ways we have never experienced before. The National Writing Project (and its sites in North Dakota) offer powerful tools for building teacher capacity to teach writing effectively. **Now** is the time to invest in local writing project sites. The National Writing Project is the only national professional development program that focuses on the teaching of writing.

What teach[illegible]ay...

"NPWP has opened my eyes to new ways to teach writing and to do writing!"

"It is the best professional development class I have ever taken."

"It was inspiring, encouraging, uplifting, fun, and active."



"Take it. It will change the way you teach and the way you think about teaching."

"I highly encourage you to give NPWP a try. It was one of the best classroom experiences of my life. I didn't want it to end!"

"There's no better way to become a better teacher of writing."

"NPWP is more than just a class. It is a community of professionals, learning, growing and writing together to make education better."

"Every day, no, every hour of the Summer Institute you will come away with a new idea for your class-room."

STD
U.S. Postage
PAID
Permit No. 13
Minot, ND 58701

Minot State UNIVERSITY

Northern Plains Writing Project (450)
Multicultural Center
500 University Ave W
Minot, ND 58707

Ron Fischer

Minot State UNIVERSITY

Northern Plains Writing Project

2013 Summer Institutes

Pre-Institutes
May 18 and June 1, 2013

Summer Institute
July 8–August 2, 2013

Advanced Institute
July 15–August 2, 2013

Mini-Institute
May 29–30, 2013

Young Writer's Institute
June 2013

What is NPWP?

The **Northern Plains Writing Project (NPWP)** is an exciting program that promotes the National Writing Project's model of teachers teaching teachers. Together teachers form a learning community where they are safe to explore new ideas, share concerns about their profession, and draw on the experience of their colleagues.

How does it work?

Teachers bring lessons, research-based articles and personal writings that they share with the class inviting discussion and honest critique. Collaboratively, participants sharpen each other and their skills in teaching reading and writing.

Who should attend?

Teachers from every discipline and grade level are invited to apply.

Why attend?

Teachers will discover how to educate the imagination of their students, how to usher their students into relevant and real-world writing experiences, how to explore the use of technology in the classroom, and how to connect to a community of writing professionals.

What does it cost?

Graduate Credit Option

Teachers attending the Summer Institute receive a $1,300 stipend for 6 graduate credits, and Advanced Institute teachers receive a $1,000 stipend. With acceptance into the program, these credits could apply to the English Concentration in the MSU Masters in Education program. Cost to Teacher: $500 for Summer Institute.

Workshop Credit Option

Teachers can earn 6 credits of 500 level graduate workshop courses at no cost to the teacher.

Professional Development Option

Teachers can attend the Summer Institute for professional development without earning any credits at no cost to the teacher.

Program descriptions

Pre-Institute

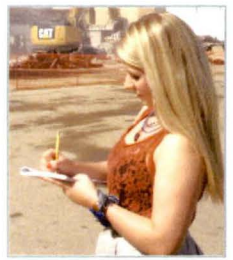
Teachers have appreciated these pre-institute days as a time to get familiar with the program and what will be expected of them.

Summer Institute

Participants come together M–Th from 9 a.m.–4 p.m. during the institute to practice and share their writing, to discuss articles relevant to teaching reading and writing, to share lessons created in conjunction with the Common Core, and to share the frustrations and joys of their profession with colleagues who can relate.

Advanced Institute

Teachers who have been through the Summer Institute return for another summer of professional growth.



Mini-Institute

Teachers will have the chance to experience workshops and presentations in implementing the Common Core Standards for Language Arts K-12.

Young Writers Institute

There is a writer with-in each of us. This institute is designed to help children uncover their talents and begin developing them through fun

Application Deadline: May 6, 2013

Apply at our website: **www.npwp.org**

For information contact
NPWP Director Ron Fischer
Phone: 701-858-3174
Email: ron.fischer@minotstateu.edu

OUR PROFESSIONAL DEVELOPMENT OFFERINGS

The RRVWP provides professional development to individual teachers as well as to other organizations that request our services.

Initial Offerings
*For teachers who are **not** currently members of the RRVWP, we offer the following:*

- Invitational Summer Institutes
- Classes and workshops

Continuity Offerings
For teachers who are members of the RRVWP, we offer the following ongoing professional development:

- Classes and workshops
- Writing groups and retreats
- Book discussion groups
- Professional resources library
- Visiting author workshops
- Community literacy opportunities
- Mentoring
- Professional network of committed teachers

Outreach Offerings
For schools, districts, and organizations looking for professional development for their teachers, we offer the following:

- Professional development sessions (in-services, classes, workshops)
- Professional development partnerships for long-term PD needs
- Professional development planning and training
- Dedicated local teacher leaders committed to effective literacy practices

CONTACT THE RRVWP STAFF

We welcome your questions and feedback.

- **Kelly Sassi, Director**
  NDSU—Dept. 2320
  PO Box 6050
  Fargo, ND 58108-6050
  Email: kelly.sassi@ndsu.edu
  Phone: 701.231.7156

- **Pam Fisher, Co-Director**
  Email: pam.fisher@gfschools.org
  Phone: 701.213.3605

- **Nancy Devine, Writer in Residence**
  Email: nancy.devine@gfschools.org
  Phone: 701.748.4012

RRVWP ONLINE

For more information on current programs and our blog:
rrvwp.blogspot.com

Follow us on Twitter
@RRVWProject

Find us on Facebook
Red River Valley Writing Project

RRVWP

RED RIVER VALLEY WRITING PROJECT

North Dakota State University
Fargo, North Dakota

EMPOWERING TEACHERS TO IMPROVE STUDENT WRITING & LEARNING

RED RIVER VALLEY WRITING PROJECT

Local National Writing Project sites like the **Red River Valley Writing Project** focus the ***knowledge, expertise, and leadership*** of our nation's educators on ***sustained efforts to improve writing and learning*** for all students.

OUR MISSION

The Red River Valley Writing Project is a local site of the National Writing Project, an organization focused on improving writing instruction for all students K-college. By examining, analyzing, and addressing local needs, we work to improve literacy instruction and, therefore, learning for *all* students.

OUR CORE BELIEFS

- We write in order to learn, to make and convey meaning, and to express who we are and what we believe.
- All teachers, no matter their professional experience, need space and support to reflect on their educational practices.
- Writing instruction should be informed and supported by both an established body of research and thoughtful teaching practice.
- When teachers write and reflect on the practice of writing, they become better teachers.
- Individual teachers, as well as organizations, must work collaboratively to enact lasting educational and social change.
- We support initiatives in the community and region that contribute to a rich literacy environment.

OUR HISTORY

The RRVWP is a site of the **National Writing Project** and is hosted by North Dakota State University in Fargo.

The National Writing Project is the largest and longest-running professional development enterprise in the United States. It has reached 80,000 teachers and 1.6 million students since it was founded in 1974. Research has proven the effectiveness of the NWP's "teachers teaching teachers" model.

The Red River Valley Writing Project was founded by Dan Sheridan at UND in 1999. We are one of two sites in North Dakota. We serve teachers in eastern North Dakota and Northwestern Minnesota.

RRVWP

RED RIVER VALLEY WRITING PROJECT

Attachment #5
SB 2013
3/10/15

Request for the North Central Council for School Television Funding

63rd Legislative House Appropriations Committee March 10, 2015

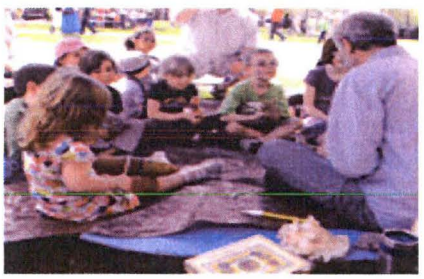
Superintendent Tamara Uselman President

Prepared By Beverly Pearson, Manager Education Services Prairie Public Broadcasting

bpearson@prairiepublic.org 701-239-7575

Chairman Monson and members of the ND House of Representatives Appropriations Committee:

My name is Beverly Pearson, Education Services Manager at Prairie Public representing the North Central Council for School Television (NCCST). Today, I come before you to encourage your support for one of the oldest partnerships in the North Dakota education community. For over 50 years through its partnership with the Prairie Public, the NCCST has been able to leverage the vast resources of local, regional, and national public broadcasting and other public media agencies to provide critical multi-media resources and educational services for its teachers. The online digital media websites supported by Prairie Public's NDStudies.org and PBS Learning Media websites drive the access and usability of today's myriad of supplemental regional and national multimedia resources, including a large number educational researched-based mobile device applications all tied to North Dakota State Standards.



In addition, to these high-quality resources, the NCCST provides an early childhood support program, Ready to Learn (RTL), offering resources for teacher, parents, and caregivers accessible online and in schools, libraries, and even public health centers throughout the state. Share A Story Family Literacy Event Grants for schools to engage and encourage the community and families to become involved in their student's education as well as workshop trainings for parents, educators, and caregivers in using the multimedia resources to help children be prepared for formal schooling are also supported by the NCCST RTL program.

Professional development opportunities are also provided to preK-12 educators through workshops, on-site school visits, and conferences. Onsite trainings for teachers in their computer labs and the annual **Teacher Training Institute integrating Arts, History, Culture, and Science Across the Curriculum** using research-based instructional strategies for video and web-based digital media in particular have brought pedagogical benefit to hundreds of classroom teachers leveraging the power of media to advance learning for students pre-K12 at no cost to North Dakota schools.

To further the leveraging of national funding, in June 2014 the NCCST received a two year Corporation for Public Broadcasting RTL grant to develop a project with the Northeast Education Services Cooperative regional agency headquartered in Devils Lake and a replicable project for the second year. The grant provides placing 25 iPads in four mobile labs to rotate to the 22 preK-2 classrooms in the region. The iPads are loaded with PBS Kids researched-based mobile apps, all geared to the provided curricular teaching modules developed in partnership with the education department at Boston University. In addition, all teachers in the region participate in intensive training on using supplemental video and other easily accessible, free technology tools in their teaching.

Going forward, Prairie Public recognizes that to increase student achievement levels in all curricular areas and to maintain a sense of our historical and cultural place, effective teaching practices depend less on standardized textbooks and more on multimedia resources and learning modules to supplement local curriculum. Further, as schools invest in more interactive technologies, projection systems, tablets, and other new technologies, more and more preK-12 educators look online for their teaching and learning resource. Professional development, community awareness, and additional relevant multimedia resources need to be easily accessible and readily available to all students and educators and their families throughout North Dakota.

It is for these and other preK-12 services that the NCCST Board is requesting funding of $535,000, emphasizing the need to continue the upgrading of the online resources including NDStudies.org and to continue providing professional development trainings integrating the quality research-based multi-media resources for North Dakota's educators and the families they serve.

Attachment #6
SB 2013
3/10/15

North Dakota LEAD CENTER

Leadership & Educational Administration Development
121 East Rosser Avenue • Bismarck, ND 58501 • 701-258-3022 • Fax: 701-258-9826

Testimony on SB 2013

By
Dr. Jim Stenehjem, Director—ND LEAD

The North Dakota Leadership & Educational Administration Development (ND LEAD) is a non-profit educational organization devoted to making a positive difference for the children of North Dakota by helping to develop excellent leaders for their schools. The LEAD Center is funded by grants from the state legislature, grants from sponsors, and user fees.

ND LEAD is presently funded at $260,000 per biennium, and is requesting an increase of $7,500 to bring the total to $267,500. This funding was reflected in the Governor's Budget. The last time ND LEAD received an increase in funding from the North Dakota Legislature was in 2009.

Here are a few examples of the work of ND LEAD during the past year

State-Wide Efforts

- Providing Support and Training with the new ND Teacher and Principal Evaluation Guidelines.
- Conducting a series of Leadership Skills Workshops for school leaders. (Listed on following pages)

REA Level

- Conducting a Principal Leadership Series with two REAs' on teacher evaluation.
- Conducting a Principal Leadership Series with two REAs' on Professional Learning Communities conducted online between schools.
- Assisting REA's with leadership training such as Crucial Accountability, and Legal Situations in Education.
- Assisting REA's with Superintendent training on Principal Evaluations.

University Level: Educational Leadership Programs at UND and NDSU

- Conducted Assessment Centers for 21st Century Leadership Skills for UND and NDSU (Simulations of being a principal used for performance assessment in Master's program.)
- Conducting Assessment Center Assessor Training for NDSU and UND

School District Level

- Conducted Professional Learning Community Training
- Conducted Effective Communications and Team Work Training
- Conducted Training on Effective Instruction and Brain Research and Growth Mindset

North Dakota LEAD CENTER

Communication Styles – People develop habits of communicating and interacting with others by repeating behaviors that make them feel comfortable or meet their needs. Understanding these habits and behavior patterns, understanding why people affect each other the way they do, and learning how to use this information for more effective communication and more productive teams are the themes emphasized in the Communication Styles program. Participants discover their own tendencies and strengths and weaknesses, along with those of others, using the DiSC Personal Profile System, a nationally recognized instrument for identifying interpersonal behavior patterns. Participants expand their interpersonal communication skills through simulations and role-plays

Communications for Effective Leaders – (One two day session) This workshop is based on Crucial Confrontations Training which directly addresses gaps between expectations and performance with a model that ensures individual, team, and organizational effectiveness. Participants learn to hold people accountable, master face-to-face performance discussions, motivate without using power, enable without taking over, and move to action. Crucial Confrontations Training will improve results and enhance relationships.

Crucial Accountability - Crucial Accountability Training teaches a straightforward step-by-step process for identifying and resolving performance gaps, strengthening accountability, eliminating inconsistency and reducing resentment. Confrontations are about in-the-moment face-to-face accountability. Crucial conversations comprise the very foundations of accountability, and when they are handled poorly, they result in failed promises, missed expectations, lack of accountability, and bad behavior. Put Crucial Confrontations Training to work and make rapid and substantial improvements in individual, team, and organizational results.

Google Tools for Leaders - The purpose of this workshop is to introduce and develop skills for administrators to Google applications that can enhance their skills as leaders, increase their productivity, give them tools for communication and collaboration, as well as impact student learning. Participants will create Google accounts and use Google Docs, Gmail, Maps, Calendar, Voice, Search, Forms, Sites, YouTube, Picasa, and more. Participants will learn how they can connect existing accounts through Google to share and collaborate with people inside and outside of their schools. Finally, participants will learn about Google Apps for Education, where schools can set up their own Google domain secure from the Internet.

Instructional Leadership Academy – (45 hours over three sessions) The most important job of a school leader is providing leadership that results in improved student learning. Effective instructional leaders possess knowledge and skills in three major areas: curriculum, instruction, and assessments. The Instructional Leadership Academy focuses primarily on the knowledge and skill base required to improve instruction in a school.

Leading Change - (One two-day session) This two-day program is designed to help school leaders increase their knowledge and skills in leading effective change in their schools and districts. Leaders seek changes in students' performance, but often fail to achieve the desired results. In order to change student results, there must be a change in teaching practices, and skilled leaders must set up systems to implement the changes. Participants will utilize tools from Jodi Spiro's *Leading Change: Step-by-Step* book, as well as materials from *Influencer* by Vitalsmarts.

Leading Professional Learning Communities – (One two-day session) This workshop is designed to provide school leaders and leadership teams the knowledge of what a professional learning community is, and how to get started implementing the concepts in your school or district. Professional Learning Communities provide great potential to really improve student performance and may be the most logical step for North Dakota schools to move from good to great.

Legal Situations in Education – (One two-day session) This course is designed to help school leaders increase their knowledge and skills in responding to situations in a school setting that may have legal implications. Participants will learn to analyze and interpret complex issues, become more confident in decision-making, use sensitivity and judgment in responding to situations, and sharpen their oral and written communication skills.

Legal Situations in Education II: Preparing for Non-renewal and Dismissal – (One two-day session) This course is designed to help school leaders increase their knowledge and skills in preparing for the non-renewal and dismissal process regarding teacher contracts. Participants will learn the legal requirements to sustain a charge for non-renewal and dismissal, develop competency in preparing documentation to support a charge for non-renewal and dismissal, and develop confidence in making decisions about whether or not to proceed with the process of non-renewal or dismissal.

Team Dimensions – (One or two-day session) The purpose of this program is to help educational leaders to better understand the various strengths and approaches individuals bring to a team and how these factors influence individual's attitudes and receptiveness to change. Participants learn about the change cycle and typical patterns of behavior people exhibit while they experience change. Participants also learn about people's preferences and natural tendencies that might enhance or detract from an innovation team's efforts to create, advance, refine, and execute a new idea. Team Dimensions participants discover their own preferences and strengths and weaknesses, along with those of others, using the Team Dimensions Profile, a nationally recognized instrument for identifying one's aptitude and attitude for innovation and change. Participants expand their skills for leading and managing change through simulations and role-plays.

Attachment #1
SB 2013
3/10/15

North Dakota Teacher Center Network

www2.edutech.nodak.edu/tcn/
(701) 662-7650

Testimony of Jennifer Carlson, President, North Dakota Teacher Center Network
House Appropriations Committee Education and Environment Division
In Support of SB 2013
March 10, 2015

Chairman Monson and Members of the Committee:

My name is Jennifer Carlson, and I appreciate the opportunity to speak on behalf of the North Dakota Teacher Center Network. I am the director of the Lake Region Teacher Center.

Since their inception almost 40 years ago, North Dakota Teacher Centers have been providing professional development, instructional resources and educational equipment to educators throughout North Dakota. Teachers can find anything from textbooks to a $17,000 portable planetarium system.

There are nine Teacher Centers strategically placed throughout the state of North Dakota. These Centers serve as a clearinghouse for resources and professional development for all school districts in North Dakota. They collaborate with many agencies to provide information, professional development activities and resource materials for teachers. Examples of collaborative efforts include:

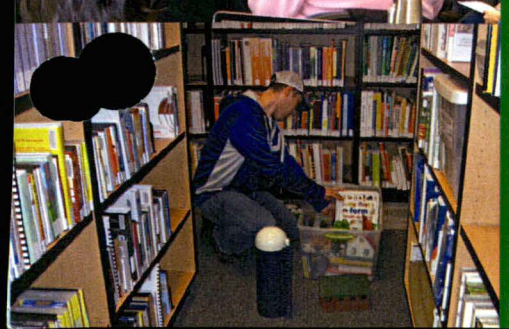
- Partnering with Regional Education Associations (REAs) to grow professional development opportunities for educators.
- Partnering with the North Dakota Game and Fish Department to provide hands-on wildlife boxes for classroom use and teacher training.
- Partnering with the North Dakota Forest Service for training and classroom materials.

In the attached brochure, you will find:

- The Teacher Center Network mission statement.
- Who we serve and the types of activities we provide.
- Financial support.
- A listing of all nine Teacher Center locations and contact information.

Our funding request for the 2015-2017 biennium is $414,000. This would provide each Teacher Center $23,000 per year, which would allow the directors to continue services to teachers and students. I ask that you continue to support the Teacher Center Network. We can assure you it will be used to benefit education in North Dakota. As you can see from the graph on page one of the brochure, students are the ones who really benefit the most.

Through our resources and professional development services, we help teachers stay on top of their profession so they can provide the best education to tomorrow's leaders. Thank you.



North Dakota Teacher Center Network

Mission

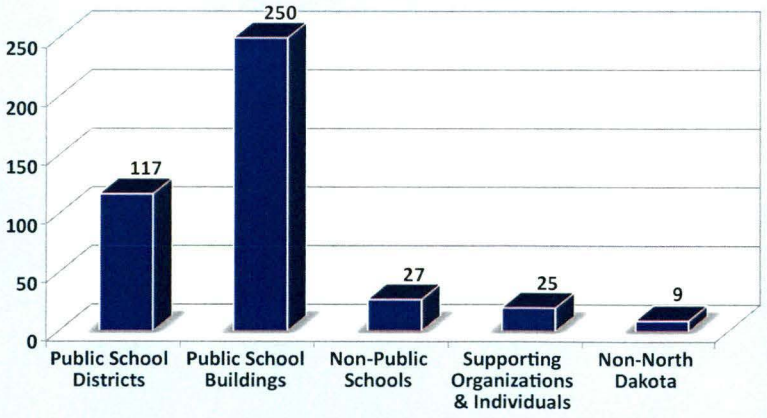
The mission of the North Dakota Teacher Center Network (NDTCN) is to assist practicing teachers, education students and other educational personnel in professional knowledge and skill development to improve the learning of students.

Results

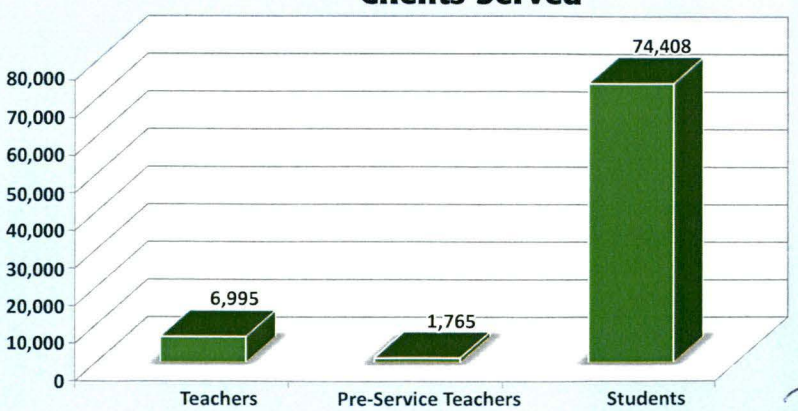
For almost 40 years, the NDTCN has been providing quality professional development and services to educators throughout North Dakota. During the 2013-2014 school year, the NDTCN:

- Served 6,995 teachers, 1,765 pre-service teachers and 74,408 students.
- Offered 228 educational courses to 4,123 participants.
- Supported numerous additional educational opportunities such as teacher collaborations and student camps to more than 7,400 participants.
- Partnered with more than 70 non-school educational agencies within North Dakota and Minnesota.
- Supported 428 members, including public school districts, non-public schools and individuals.
- Made available thousands of educational resources for educators to use in classrooms and for professional learning requirements or needs.

Types of Members



Clients Served



Network Impact

Teacher Centers have helped practicing teachers, education students and other educational personnel increase their knowledge and skills to improve student learning for almost 40 years.

- Teacher Centers provide professional development and access to instructional resources, hands-on materials and educational equipment.
- Teacher Centers collaborate with other organizations and serve as a facilitator between K-12 schools, regional education associations, state and federal agencies, and institutions of higher education.

Each of the nine Teacher Centers has evolved to best meet the needs of the teachers and students in its region. Some Centers are based at universities; others are located within regional education associations or school districts.

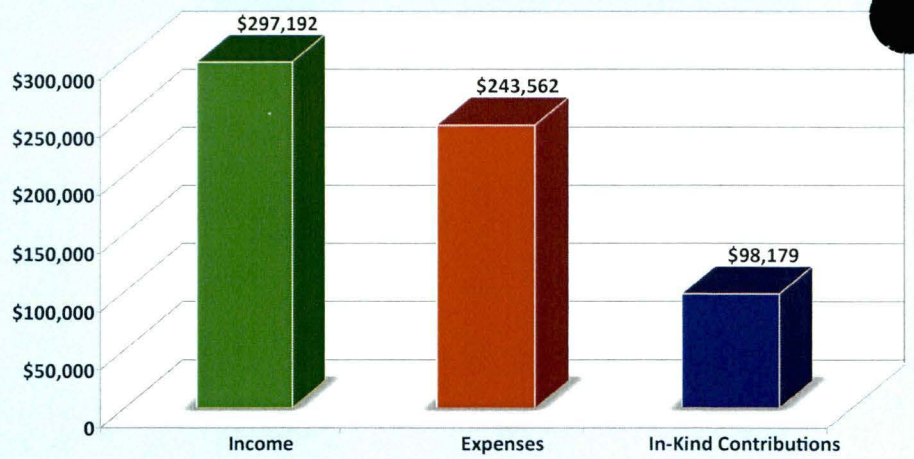
Teacher Centers offer much more than workshops and classes for teachers and education students. Centers help teachers learn best practices and implement new knowledge and skills in their classrooms.

State funds are used by the Teacher Centers to leverage significant additional resources to serve teachers and students. Centers raise 30 percent of their revenue through membership dues, program fees and grants, while another 25 percent of their revenue is in-kind contributions.

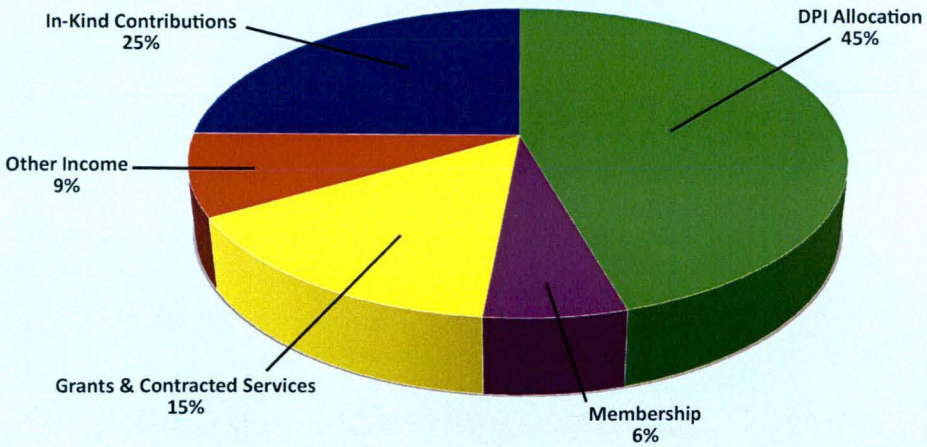
Financial Support

The Teacher Centers rely on two types of financial support: income and in-kind contributions. In 2013-2014, eight Centers* reported combined income and in-kind contributions of $395,371. Both sources are critical to the continued operation of the Centers.

Total Income, Expenses & In-Kind Contributions



Revenue Sources



*North Central Teacher Center was approved as a new Center as of July 1, 2014, and so is not included in the 2013-2014 financial data.

Network Activities

The **Mid-Dakota Teacher Center** in conjunction with the Mid-Dakota Education Cooperative REA has provided National Geographic Giant Traveling Maps to member schools for the last four years (North America, Asia, Africa and Europe). The oversized vinyl floor maps are the largest maps ever produced by National Geographic and require a school gym or large room for use. Each map is accompanied by teacher resources (i.e., set of activities and materials).

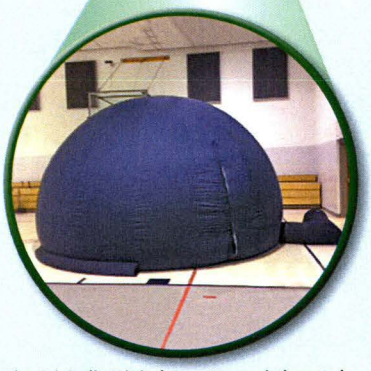
The **North Central Teacher Center** provides professional development opportunities and resource materials for educators that are aligned with 21st century strategies for student learning.

Member teachers from the **Lake Region Teacher Center** participate in regional collaborative grade and content-level meetings sponsored by the Teacher Center and NESC at Lake Region State College.

The **Williston Area Teacher Center** and the Great Northwest Education Cooperative worked together to host the North Dakota Geographic Alliance Summer Institute. Tea[illegible]om all over the state spent [illegible]arning about North Dakota [illegible]e, geography, history and energy.

The **Grand Forks Area Teacher Center** collaborates with the University of North Dakota to hold Super Science Saturdays. Elementary students participate in hands-on science experiments, while their teachers go home with curriculum packets featuring activities using Center resources.

The **West River Teacher Center** assisted with the coordination of Dickinson State University's Real World Camp. Real World Camp provided area 6th and 7th graders a first-hand look at life through hands-on break-out sessions and a stroll through the "Real World" city featuring local businesses that affect our daily lives.



The Digitalis Digital Star Dome is located at **Valley City Area Teacher Center** and available for teachers to check out. The Digitalis system consists of a fabric dome, projector, fan, computer and Nightshade software, which is available for weekly rentals. The Digitalis spent 60 days in schools in just five months in the first half of 2014, and 80 teachers were trained in 15 schools.

The **Mayville Area Teacher Center** works with the STEM Education Department and Mayville State University to provide experiences for teacher candidates to work with area students. The STEM Carnival held at the university allows area students and community members to explore 20 interactive STEM booths facilitated by teacher candidates.

The **Bismarck Area Teacher Center** hosts many groups of education students each year. These pre-service teachers become familiar with the Center while learning to develop their own curriculum and lesson plans. They continue using its resources once they have their own classrooms.

Network Contact Information

Teacher Centers

Darlene Schwarz
Bismarck Area Teacher Center
Hughes Education Center
806 N Washington St
Bismarck, ND 58501-3623
darlene_schwarz@bismarckschools.org
701-323-4075
www.bismarckschools.org/district/library/tc/

Dr. Nancy Burke
Grand Forks Area Teacher Center
4201 James Ray Dr, Suite 2001
Grand Forks, ND 58202
nancy.burke@rrvecnd.org
218-779-9693 or 701-757-5144
https://sites.google.com/site/gfateachercenter

Jennifer Carlson, NDTCN President
Lake Region Teacher Center
205 16th St NW
Devils Lake, ND 58301-3649
jennifer.carlson@nescnd.org
701-662-7650
www.nesc.k12.nd.us/departments/lrtc/

Dr. Andi Dulski-Bucholz
Mayville Area Teacher Center
Mayville State University
330 3rd St NE
Mayville, ND 58257-1299
teachercenter@mayvillestate.edu
701-788-4833

Darlene Pullen
Mid-Dakota Teacher Center
500 University Ave W
Minot, ND 58707
darlene.pullen@ndmdec.com
701-858-4702
www.ndmdec.com/mdtc/

Cynthia Jelleberg
North Central Teacher Center
105 Simrall Blvd – DCB
Bottineau, ND 58318
cynthia.jelleberg@sendit.nodak.edu
701-228-5466
www.ncecnorthdakota.org/teacher-center/

Sandy Zahn, NDTCN Vice President
Valley City Area Teacher Center
101 College St SW
Valley City, ND 58072-4098
sandy.zahn@sendit.nodak.edu
701-845-7282
www.vcateachercenter.info

Dr. Dawn Olson
West River Teacher Center
Dickinson State University
291 Campus Dr
Dickinson, ND 58601-2904
dawn.m.olson.1@dickinsonstate.edu
701-483-2152
www.dickinsonstate.edu/WRTC.asp

David Richter
Williston Area Teacher Center
Great Northern Education Cooperative
222 University Ave
Williston, ND 58801
david.w.richter@sendit.nodak.edu
701-609-5681
www.gnwec.k12.nd.us/

NDTCN

www2.edutech.nodak.edu/tcn/
Email: clearfour@btinet.net
Telephone: 701-355-4458

Published January 2015

Attachment #8
SB 2013
3/10/15

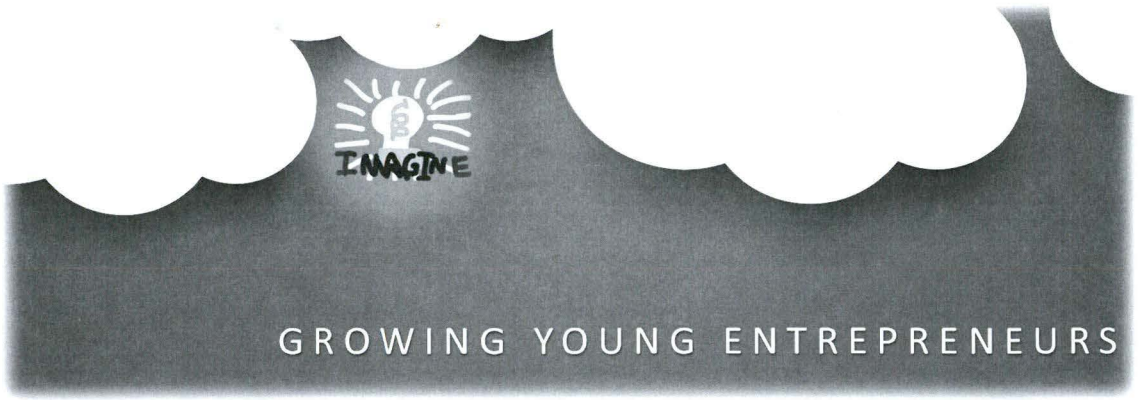
IMAGINE

GROWING YOUNG ENTREPRENEURS

NDYEEP

NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM

www.ndyeep.net Facebook/NDYEEP 701-741-6985



NDYEEP NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM
www.ndyeep.net Facebook/NDYEEP 701-741-6985

2011 - 2013 Appropriation:	$110,000
2013 - 2015 Appropriation:	$120,000
2015 - 2017 Executive Budget Recommendation:	$140,000

2015-17 NDYEEP Appropriation Request: $200,000

The North Dakota Youth Entrepreneurship Education Program cultivates the natural entrepreneurial spirit in North Dakota's 9 - 13 year olds. In 2015, we will have summer camps in nine ND communities: **Bismarck, Wahpeton, Cavalier, Grafton, Jamestown, Williston, Belcourt, Grand Forks and Minot.** In each community the program partners with school districts, chambers of commerce, regional economic development groups, college and university entrepreneurship programs and local entrepreneurs to provide young, *emerging entrepreneurs* the opportunity to learn and practice the attitudes and skills associated with opportunity recognition, entrepreneurship, community leadership and start-up management.

Ongoing assessment and evaluation data indicate that adolescents who participate in our one-week summer camps are smarter about entrepreneurial thinking, economics, the benefits of active community engagement and managing personal finances. Our camp activities also enhance participants' positive attitudes about their hometowns.

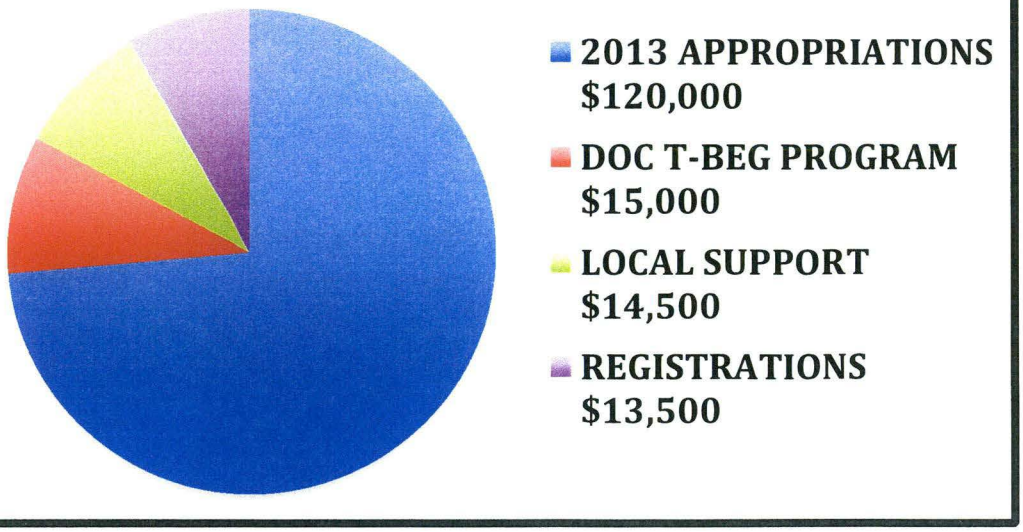
Communities are expected to contribute their fair share towards the operating budget of their local 1-week summer camp. The Legislative appropriation covers the remaining local costs and most of the program's statewide costs: Director's salary, office expenses and travel throughout the year to sustain and grow the program.

Several new communities have expressed interest in establishing a youth entrepreneurship education program of their own, but the Program's growth has plateaued by the lack of a part-time assistant to the Director. With a part-time assistant managing many of the administrative details associated with each camp during the year, the Director would have more time to pursue missed funding opportunities, expand each local program's effectiveness throughout the year and satisfy requests from other interested communities.

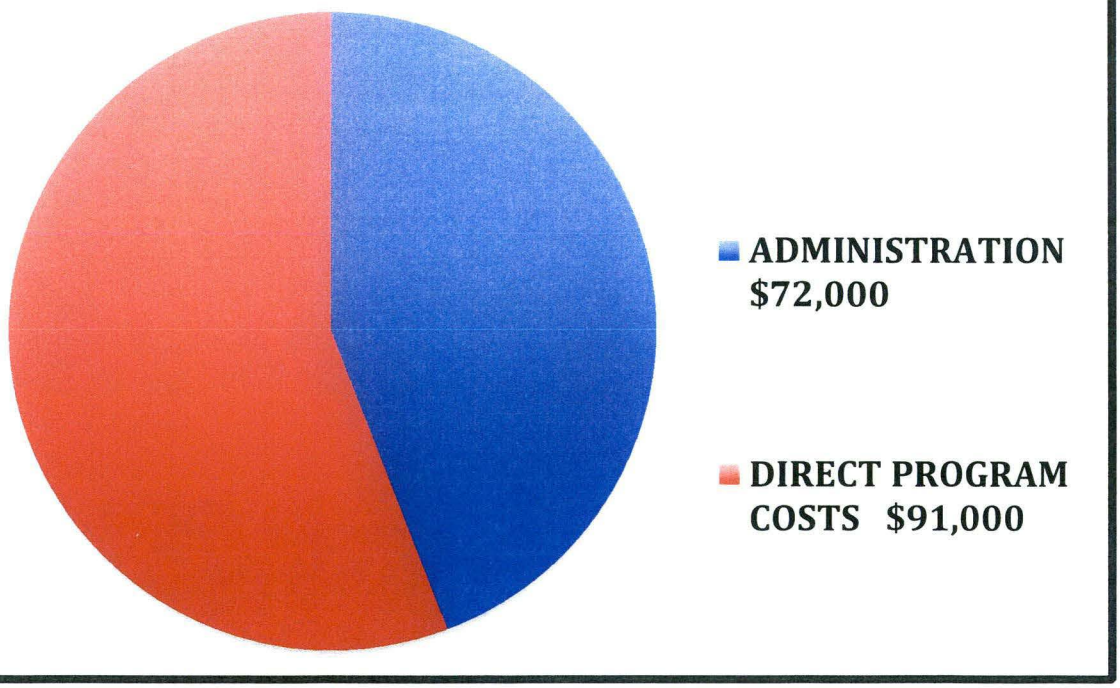
We take our mission to spread the knowledge of entrepreneurship among North Dakota's adolescents very seriously. **When kids experience real entrepreneurship, an irreversible change happens.** They become bolder, more creative, less freaked out by failure and hungrier for new challenges. An entrepreneurial mindset puts them on course for an innovative and productive life.

The North Dakota Youth Entrepreneurship Education Program requests a 2015 - 2017 appropriation of $200,000. That is an $80,000 increase from the 2013 - 15 appropriation and $60,000 more than the 2015 - 17 Executive Budget recommendation.

INCOME



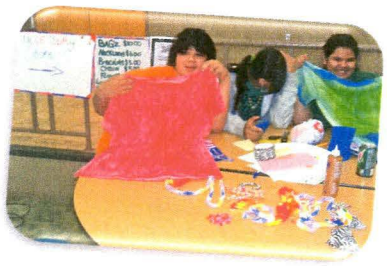
EXPENSES

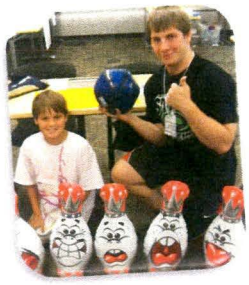


ND Youth Entrepreneurship Education Program Budget for 1 Week Camp	
Income	
*Based on 20 Registrants	
Camp Registrations-Full Pay	900.00
Camp Registrations-Half Pay	450.00
Total Income	1,350.00
Expenses	
Sub-Contracted Work	
Director	1,500.00
2 Facilitators ($15/hour)	1,200.00
Director's Lodging	700.00
On-going program support	1,000.00
Travel during the year	500.00
Camp Meals (breakfast/lunch)	1,380.00
Program Supplies	400.00
Marketing	500.00
Total Operating Expenses	7,180.00

NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM
Barry@ndyeep.net 701-741-6985 ndyoungentrepreneurs.org

Cultivating Emerging Entrepreneurial Talent by Connecting Kids, Curriculum, Commerce and Community





Enterprising 9-13 year olds become innovative business owners and problem-solving citizens in our dynamic summer camps where kids take charge. On Monday, they organize themselves into an entrepreneurial community, create their own currency to facilitate the flow of goods and services and elect their own leaders. Then, as **entrepreneurs**, they begin to recognize *real* economic opportunities in their new town and start up their own *real* businesses. As **citizens** they debate and resolve the *real* issues that arise with economic development. By Wednesday, they are a bustling, kid-run community. Local business and civic leaders are invited to visit, to shop and to share ideas about emerging economic opportunities and youth's role in building a hometown where they would all like to live. By Friday, these budding entrepreneurs are smarter about economics, personal finance, business, leadership and citizenship. They know they **can make things happen.**

To ***learn*** entrepreneurship, kids ***become*** entrepreneurs!

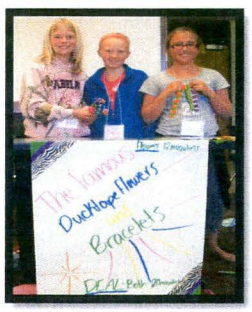
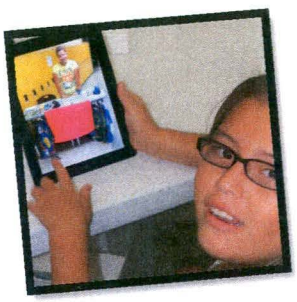
WIIFM (What's In It For Me?)

Young entrepreneurs will

* **experience the challenge** of differentiating a good idea from a real opportunity;
* **feel the satisfaction** of starting a successful business and creating a connected community;
* **gain the self-confidence** that their ideas and aspirations matter;
* **learn** they can use all their social, academic and tech skills to "make a job, not just take a job".

Community partners and sponsors will

* **grow** their own field of entrepreneurial talent, business-minded employees and community-minded citizens.

We are partners in a statewide effort encouraging youth to recognize entrepreneurial thinking as a way to make rewarding use of their natural creativity and drive.

Youth Entrepreneurship Education - ***What's In It For You?***

1. Youth entrepreneurship education unleashes natural entrepreneurial talent.

Adolescents are natural born entrepreneurs, but most just don't know it yet. Experienced-based, hands-on entrepreneurship education cultivates innate creative, productive & leadership talents.

2. Youth entrepreneurship education satisfies growing demand.

Adolescents really want to understand how the business world works. Parents & teachers really want youth to learn & practice the skills and attitudes that prepare them for fulfilling, self-directed lives.

3. Youth entrepreneurship education adds new players to your economic development team.

Youth entrepreneurship education makes "entrepreneur" a household word in homes where it's not often heard and gives all youth equal access to the economic ladder regardless of background.

4. Youth entrepreneurship education adds value to your curriculum.

Entrepreneurship education gives curriculum purpose. Entrepreneurs use everything they know about science, technology, math, history, geography, people, literature and art to pursue economic or social opportunities.

5. Youth entrepreneurship education connects youth to local decision-makers.

When community leaders personally interact with emerging entrepreneurs, youth learn that their ideas matter. Making youth members of your community network, enhances their chances for building a future there.

Many communities organize summer camps to sharpen athletic skills kids learn in school.

What about investing in a summer program to teach kids the skills to become future business owners, entrepreneurial employees & community leaders, too?

The 3 Entrepreneurial Traits Kids Should Learn for a Successful Life

Image credit: Shutterstock

MATTHEW TOREN

CONTRIBUTOR

Serial Entrepreneur, Mentor and co-founder of YoungEntrepreneur.com

It was the entrepreneurial skills instilled in me by my grandfather at an early age that not only shaped my future path to success as an entrepreneur, but also built the parameters for my mindset and my life.

When I became a father I knew I wanted to install those same values in my children, regardless of their chosen career path as adults, because whether your kids grow to be entrepreneurs or not, they'll grow into better people for knowing the skills of an entrepreneur.

Despite there being so many entrepreneurs in the world and plenty of tremendous resources for entrepreneurship in adults, I struggled to find any guides on how to teach these important skills to kids. That's when my brother Adam and I decided if we couldn't find a guide, we'd write it. We created our Kidpreneurs website, book and program to help teachers and parents with ways to foster the values of entrepreneurship in the bright, young minds of future generations.

Sharing the values of entrepreneurship with your children can be a great way to teach them some very important character tools they'll need and use for a lifetime ahead. So here are three character traits that entrepreneurship will help instill in your children and how to teach them.

1. Self-confidence

A belief in yourself and your ability to get through life's challenges is the building block of adult success and a huge component to children's healthy growth into adolescence and young adulthood.
According to Jennifer Crocker, a psychologist at the University of Michigan Institute for Social Research, kids with a strong sense of self through internal motivation develop into adolescents who are less likely to engage in dangerous social activities such as drugs and alcohol and perform better in school.

Entrepreneurship embodies self-confidence based on your own internal motivating factors better than perhaps any other activity. It taught me

the importance of believing in my ideas and believing in my ability to find solutions. It taught me how crucial honest relationships are. Those are values I want my children to have and that you can teach your kids, too.

How? When you foster entrepreneurship in your kids, you have to let them make decisions and support them through those choices. Even when you know they may not be the right decisions from your adult perspective, allow your kids to think up their own ideas and start to take the steps to see them through. If your child wants to start a lemonade stand or paper route, work with them as a parental partner, but not necessarily as an authority figure.

When you give your kids the space to learn and make decisions, it increases their confidence in themselves and in their own decision-making. They already know you know the answers, encourage them to find their own that don't involve you making the choices for them when and where it's appropriate.

When my kids ask me questions I like to challenge them by asking right back, "I'm not sure, what do you think?" This encourages them to think through problems, builds their own sense of self and develops their voice.

2. Durability

No matter how much you want to protect your children from feeling pain, disappointment or failure -- they will. It's a certainty for them like it was for you. Teaching children the values of entrepreneurship will help them to learn about failure and not to fear it. More important, they'll learn how to recover from it. It's all in your mindset. Wouldn't you feel better sending your children out of the house knowing you've

prepped them with the durable spirit they'll need to handle all the lessons life sends their way?

How? Allow your kids to fail. That's probably one of the hardest things to do as a parent, but they need to know it's okay to fail at something even if they tried hard. The important role for you is to help coach them toward solutions for their own recovery after failure.

Don't solve the problem for them or blame the world or external circumstances. You aren't doing them a service.
Did their science project fail? Sympathize then ask them how they might have changed the outcome? Didn't make the soccer team? Allow them to be upset but the next morning, ask them how they plan to make the team next year. This doesn't come from a place of pressure, but from prompts. Prompt them to think how they can approach "problems" differently for success. Encourage them to look for solutions and lessons from failures.

3. Creativity

The world is evolving and the workplaces of our generation are already drastically different than that of our parents and their parents. Rare is the millennial who thinks today that they will start with a good company out of college, stay there to retirement and earn the gold watch. The economic culture of today simply doesn't reward that kind of behavior and you shouldn't want your children to settle for that.

Entrepreneurs have to be creative. They solve problems by finding creative solutions. That's a skill that will help them their entire lives regardless of whether they end up working in a corporate environment or for themselves. Creativity is an essential job skill today. Teach yo

children young to create the space for their creative solutions and endeavors.

How? Structure time for creativity and ideas with your children. How could they do a school project better than just the way it was assigned? What have they complained about that's a problem that they could find a solution for instead of being unhappy about?
Help to coach them into being creative about ideas. Write lists of solutions together. Map out potential answers together. Make time to create with your child. Creativity is a skill that will always serve them in life.

NORTH DAKOTA YOUTH ENTREPRENEURSHIP EDUCATION PROGRAM _____

Camp Location: _____ Boy Girl Age: _____

Is this your first entrepreneurship camp? **YES** or **NO** If not the first, how many have you attended?

_____

Below is a list of words & phrases entrepreneurs commonly use.

Please circle the ones you have heard before. Then write what you think they mean.

scarcity

_____

entrepreneur

_____

opportunity

_____

cash flow

_____

supply & demand

_____

target market

_____

democracy

_____

cost/benefit
analysis _____

credit

_____

1. How livable is your hometown?

1 2 3 4 5 6 7 8 9 10

It's not very livable My hometown rocks!

2. I approach school or home tasks in new, unusual or unique ways.

1 2 3 4 5 6 7 8 9 10

Not Often I <u>always</u> look for new ways to do things!

3. I enjoy taking control of the situation.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree Strongly Agree

4. I often give up personal time in order to do a better job on my school or home projects.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree Strongly Agree

5. I am comfortable & confident when I present a new idea to my class or other groups.

1 2 3 4 5 6 7 8 9 10

Strongly Disagree Strongly Agree

6. Do you personally know anyone who owns her or his own business? YES NOT SURE NO

7. Do you believe you could own your own business if you wanted to? YES NOT SURE NO

8. Can you picture yourself running your own business in your hometown?YES NOT SURE NO

9. Has an adult ever asked you about making your hometown a better place to live? YES NO

10. Do you think adults appreciate your community improvement ideas?YES NOT SURE NO

11. What makes you proud about your hometown? _____

_____

12. What's the first thing you'd change about your hometown? _____

_____

WHAT'S NEW IN 2014 - 15?

A Business Luncheon for young entreps & parents!! (New, fired up parents!)

A focus on Main Street.

Several former campers are now paid camp facilitators so more money stays in the community.

New relationships statewide with Downtown Associations, Econ. Dev. initiatives & YP groups.

Strengthening ties with JA programs, Title I programs & school career councilors.

FB becoming a networking link.

Minot - NEW camp on campus with entrep. center.

GF - new partnership with Montessori Program

Bis - so many kids we'll need to offer 2 weeks in 2015

Rolette Co. - renewed collaboration with P2P to build local culture of youth leadership.

WSC, NDSCS, Jamestown College, expanding campus mission as community learning center

PemCo & WalCo increased support from JDA's.

Attachment #1
SB 2013
3/23/15

SB 2013

Education and Environment Division of the House Appropriations Committee
March 10, 2015

Valerie Fischer, Director of Adult Education
Department of Public Instruction
328.4138; vfischer@nd.gov

Chairman Monson, members of the Committee - I'm Valerie Fischer, Director of Adult Education and Director of Safe & Healthy Schools for the Department. For the 2015-2017 biennium, Adult Education respectfully requests $1,858,000 additional state funds to continue providing education-related services to individuals over the age of 16 who wish to obtain their GED, improve basic academic skills to secure, maintain and improve employment, learn the English language, prepare for the citizenship test, and acquire computer and workplace skills to enhance college and career readiness.

The Governor's 2015-2017 budget included increased funding of $624,000 for adult education. The difference between that amount and the requested amount would jeopardize meeting our state (NDCC 15.1-26) and federal responsibilities. Adult education funding, while increased in state appropriations 4 years ago, remains underfunded to do what is required. Current adult education funding is neither adequate nor equitable. We need additional funds to:

- address the critical needs of waiting lists for students to receive services; never should any student, regardless of age or circumstance, have to wait to receive an education;
- establish and maintain nine (9) additional satellite programs (alleviate transportation, day care, employment issues for students);
- network with existing partners to incorporate distance education capacities;
- expand class offerings to evenings and Saturdays;
- purchase educational curriculum, technology and supplies;
- hire 10 additional part time staff, address salaries;
- contract with LEAs and REAs for special education and counseling services;
- prepare to meet WIA reauthorization requirements (July 2016).

The legislative request can be further described in this manner:

Adult Education biennial request ($1,858,000)	**2015-2016 $914,000**	**2016-2017 $944,000**
Establish/maintain 9 additional satellite programs (9 x $7500)	$67,500	$67,500
Initiate distance education capacities in 6 adult learning centers (work with sponsoring agencies to minimize costs; software upgrades, pay for time) and expand as funding allows	$12,558	$14,000
Continue expansion of classes -Each site expands to offer 2 evening sessions -Pilot Saturday (3 hrs) classes at 6 sites	 $61,020 $36,612	 $64,071 $38,442
Infrastructure -Additional staff (10) -Staff salary and benefit contributions (estimates)	 $312,400 $249,240	 $328,020 $261,702
Educational curriculum and related supplies $1700 x 17 sites; $400 x 22 satellite programs	 $37,700	
Educational technology needs -Computers (24), white boards, iPads, software programs	 $61,970	
Contractual -Special education [$150/day x 300 days: 15 ALC's x 2 days/month x 10 months] -Counselor [$100/day x 300 days: 15 ALC's x 2 days/month x 10 months]	 $45,000 $30,000	 $45,000 $30,000
WIOA reauthorization requirement -Career counselor (4)		 $95,265
TOTAL	**$914,000**	**$944,000**

The return on investment adult education provided to the local and state economy in 2013 was greater than $17,500,000. During 2013, adult learning centers served 3500 students who had goals of employment, retention of employment, obtaining their GED, pursuing post secondary education, and learning the English language. [2014 data is pending at the time of testimony].

	2013
Students served (ESL)	3500 (674)
Obtained GED	1298
Obtained / retained employment	1097
Pursued Post Secondary	467
Continued into next year at ALC	300

* duplicate counts

We continue to have adult learning centers with waiting lists: as of December 1, 2014, we had 77 students on waiting lists across the state. Factors that influence that are staff, class size, and schedules. Waiting lists are difficult – we hate to turn anyone away for fear they won't return. It takes a great deal of courage to enroll, so we avoid this, but then we end up with larger class sizes, the inability to work one on one as needed, resulting in a lesser quality of educational instruction and individual frustration.

The statewide waiting list for ESL (English as a Second Language) students as of December 1, 2014 was 62. Our data tells us that the typical ESL student requires 1.75 times the instruction/hours to make the same academic gain as a non-ESL student. We are particularly concerned about ESL students as their visas often require education or employment within a pre-identified timeframe (6-9 months) and without it, they face deportation or a loss of their short term benefits. To date, the length of wait time varies from as little as 2 weeks to 3 months. Two weeks ago, Lutheran Social Services informed us that they expect to place 405 New Americans in ND within the next year.

All funds would be distributed to the adult learning centers based on need and student enrollments. Although adult education is the only program of its kind, we still have an obligation to provide timely, high quality and comprehensive services. The majority of students continue to be ages 16-21 and bring with them increased demands for one on one instruction, special education related services, counseling, and job/work readiness instruction. Additionally, the numbers of students referred from our statewide partners (Vocational Rehabilitation, TANF, Workforce Safety & Insurance and Job Services) often have time sensitive plans for remedial education and GED services.

North Dakota is held to 15 federal performance indicators and ranks among the top 5-7 each year. Our success rate is the result of hard work to serve a large number of students who have historically failed in previous efforts at education, employment and sometimes life in general. There is not a sufficient stream of funding to cover the cost of adult education. We must rely on a greater base of state funding other than federal dollars which continue to diminish. The tremendous and rewarding obligation we have to educate and provide high school equivency skills to this population is the responsibility of the state and needs to be adequately and equitably funded.

In the State of the State address, Governor Dalrymple continued to support a strong economic focus on positioning citizens to assume workforce demands. The purpose of adult education is strategically a wise investment in both education and workforce and echo's the governor's vision. The Governor's Workforce Development Council advises the governor and public on the nature and extent of workforce development and economic development needs, and how to meet these needs effectively while maximizing the efficient use of available resources and avoiding unnecessary duplication of effort. Support and funding to the adult learning centers is one of the recommendations the Council has made to the Governor.

We believe we are good stewards of the funds we have, but we also have a tremendous responsibility and right to educate students from the ages of 16 – 72, who lack basic academic skill sets and literacy skills; without adult education, most, if not all, would remain on social system programs. Adult education and literacy programs break the cycle of poverty by providing a vehicle to meet the state's workforce needs, improve family literacy, and supports the strategic plans of multiple state agencies.

What we do makes a difference. Our students go on to college. Our students obtain jobs; they often get promoted and keep their jobs. They become independent of the social systems that taxpayers support. Many become citizens and learn our language. But most importantly, they become empowered by education. This concludes my testimony. I'm available to take any questions the Committee may have. Thank you.

Attachment #2
SB 2013
3/23/15

Position No.	[redacted] Title	Gr	Salary	1st Yr	2nd Yr	End Biennium Salary	[redacted]	Other	YRS	Yearly Salary Range	State
1314	Assistant Superintendent	Q	93,972	$600	$600	$108,372	25%	75%	5.5	$72,864-$121,440	$5,400
1320*	Director Fed Title Programs	P	89,448	$600	$600	$103,848		100%	20.5	$68,280-$113,796	$0
1282	Director Assessments	P	85,092	$500	$500	$97,092		100%	25.0	$68,280-$113,796	$0
1274	Director of Finanance	P	82,836	$750	$750	$100,836	100%		29.0	$68,280-$113,796	$27,000
1312	Director Safe & Health Schools & Adult Educ	P	82,044	$500	$500	$94,044	100%		20.5	$68,280-$113,796	$18,000
1286*	Director Special Education	P	81,408	$500	$500	$93,408		100%	9.5	$68,280-$113,796	$0
1318*	Director Indian Education	P	80,148	$0	$0	$80,148	100%		1.5	$68,280-$113,796	$0
1271	Director Child Nutrition & Food Distribution	P	78,672	$500	$500	$90,672	100%		18.0	$68,280-$113,796	$18,000
1325	Director of Teacher & School Effectiveness	P	77,160	$500	$500	$89,160	100%		0.0	$68,280-$113,796	$18,000
26948*	Director of Academic Stand	P	77,160	$500	$500	$89,160	75%	25%	0.0	$68,280-$113,796	$13,500
1262	Director of MIS	O	81,060	$500	$500	$93,060	35%	65%	6.5	$64,332-$107,220	$6,300
1259	Assist Director of MIS	N	77,100	$200	$200	$81,900	50%	50%	24.5	$58,188-$96,972	$3,600
1317	Director of Fiscal	N	76,080	$500	$500	$88,080	50%	50%	23.5	$58,188-$96,972	$9,000
1342	Sr. Programmer	N	69,012	$0	$0	$69,012	35%	65%	15.0	$58,188-$96,972	$0
1292	Sr. Programmer	N	65,556	$0	$0	$65,556	70%	30%	11.0	$58,188-$96,972	$0
1300*	Special Educ Reg Coord	M	76,560	$0	$0	$76,560		100%	26.0	$52,788-$87,972	$0
1310	HR Manager	M	70,464	$200	$200	$75,264	50%	50%	40.0	$52,788-$87,972	$3,600
1340*	Assist Dir Safe & Health Sch & Adult Educ	M	69,456	$100	$100	$71,856	100%		16.0	$52,788-$87,972	$3,600
1321*	Special Educ Reg Coord	M	75,300	$0	$0	$75,300		100%	6.0	$52,788-$87,972	$0
1296*	Assist Dir Fed Title Program	M	67,524	$100	$100	$69,924		100%	3.5	$52,788-$87,972	$0
1254*	Assist Dir Fed Title Program	M	66,480	$200	$200	$71,280		100%	12.5	$52,788-$87,972	$0
1287*	Special Educ Reg Coord	M	66,708	$0	$0	$66,708		100%	5.0	$52,788-$87,972	$0
26949*	Asist Dir Teacher & Sch Effect	M	62,868	$0	$0	$62,868	100%		1.0	$52,788-$87,972	$0
1326*	Asist Dir Teacher & Sch Effect	M	62,868	$200	$100	$66,468	100%		4.5	$52,788-$87,972	$6,000
1255*	Assist Dir Fed Title Program	M	62,604	$200	$100	$66,204	17%	83%	6.0	$52,788-$87,972	$1,020
1335*	Assist Dir Fed Title Program	M	61,968	$50	$50	$63,168		100%	5.0	$52,788-$87,972	$0
1295*	Special Educ Reg Coord	M	60,816	$200	$200	$65,616		100%	1.5	$52,788-$87,972	$0
27295	Assist Dir Assessments	M	60,216	$200	$200	$65,016		100%	4.5	$52,788-$87,972	$0
1265	Assist Dir Child Nutrition & Food Distribution	M	60,180	$200	$200	$64,980		100%	17.0	$52,788-$87,972	$0
1297*	Assist Dir Fed Title Program	M	59,652	$100	$100	$62,052		100%	0.0	$52,788-$87,972	$0
25423*	Special Educ Reg Coord	M	59,652	$0	$0	$59,652		100%	0.5	$52,788-$87,972	$0
1288*	Special Educ Reg Coord	M	59,652	$100	$100	$62,052		100%	0.0	$52,788-$87,972	$0
1334	Programmer	M	55,380	$100	$100	$57,780	35%	65%	2.0	$52,788-$87,972	$1,260
1258*	Assist Dir Academic Standards	M	59,652	$100	$100	$62,052	100%		4.5	$52,788-$87,972	$36,000
			2,320,776	$7,600	$7,400	$2,500,776					$164,880

*Requires Credentials

Additional Funding for ICR Director, Finance position		**$101,762**
	Fringe	**$26,666**
Total additional state funds required		**$293,308**

Agency - [redacted]

Attachment #3
SB 2013
3/23/15

(Please scroll down to complete all three sections of this survey. Enter NONE if no positions meet the criteria for the section.)

Section 1 of 3 - Positions vacant as of December 31, 2014:

Position No.	FTE	Position Description	Date Vacated	Number of Months Vacant January 2015	Date Expected to Be Filled	Current Status	Salary and Fringe Benefit Amounts Included in the 2015-17 Executive Budget: General Fund	Special Funds	Total
1276	1.00	Administrative Assistant	1/9/13	24	7/1/15	Opt package,Reclass to ICR Director	112,920	112,920	*$225,840*
27123	1.00	Administrative Assistant/Sch Fin	7/15/13	18	7/1/15	Opt package, Reclass to Finance Acct Manger	177,304		*$177,304*
1264	0.75	Business Communication Spec	10/4/13	15	7/1/15	Will reclass for an admin assist for Academic Stand	38,513	71,524	*$110,037*
1283	1.00	Office Assistant/Academic Stand	5/1/14	8	7/1/15	Reclass to Content Specialist/Assist Dir	32,511	60,377	*$92,888*
1270	1.00	Administrative Staff Officer/Academ	4/30/14	9	7/1/15	Reclass to Content Specialist/Assist Dir	167,720		*$167,720*
26948	1.00	Director/Academic Standards	6/30/14	6	3/1/15	Will begin recruiting in the spring 2015	225,840		*$225,840*
25423	1.00	Assistant Director/Spec Educ	12/3/14	1		Currently recruiting - position will be open until filled		180,887	*$180,887*
1284	1.00	Administrative Staff Officer	1/9/15	2					*$152,292*
Total	7.75						$754,808	$425,708	$1,332,808

Additional narrative explanations, if necessary:
Position 1256 has been reclassified to an Assistant Director Class, from a monthly salary budgeted of $3,046 to a monthly salary of $4,971.

Section 2 of 3 - Positions vacant as of November 30, 2014, but filled in December 2014:

Position No.	FTE	Position Description	Date Vacated	Number of Months Vacant December 2014	Date Filled
1300	*1.00*	*Special Education Regional Coord*	*8/29/14*	*3*	*12/1/14*
1333	0.50	Office Assistant/Fiscal	11/4/14	1	12/15/14
Total	1.50				

Additional narrative explanations, if necessary:

Section 3 of 3 - Positions vacant as of October 31, 2014, but filled in November 2014:

Position No.	FTE	Position Description	Date Vacated	Number of Months Vacant November 2014	Date Filled
None	*0.00*				
Total	0.00				

Additional narrative explanations, if necessary:

Senate Bill 2013
Attachment #1
3/25/15

SPECIAL FUND REPORT

00252 School for Deaf/Res Ctr for Deaf and HoH
Version: 2015R0300252

School for the Deaf Fund - 353

	2013 - 2015		2015 - 2017	
Beginning Balance		1,541,045		470,996
Revenue and Net Transfers:				
Miscellaneous General Revenue	35,329		17,640	
Operating Transfer from Compon	720,000		1,176,000	
Leases, Rents, and Royalties	199,062		161,100	
Charges for Services/Sales	207,602		206,000	
Total Revenue and Net Transfers		1,161,993		1,560,740
Estimated Expenditures By Line:				
Salaries and Wages	75,813		0	
Operating Expenses	1,088,470		677,666	
Capital Assets	1,067,759		1,275,000	
Total Estimated Expenditures		2,232,042		1,952,666
Ending Balance		**470,996**		**79,070**

Attachment #2
SB 2013
3/25/15

SPECIA[redacted]ND REPORT

00253 ND Vision Services/School for the Blind
Version: 2015R0300253

School for the Blind Fund - 354

	2013 - 2015		2015 - 2017	
Beginning Balance		584,693		459,314
Revenue and Net Transfers:				
Tsfr Fm Common Schools	327,143		529,714	
Lease-Rental Of Rooms-Bld	318,434		364,880	
Lease-Rental Of Land	5,800		5,800	
Brailling Services	6,000		6,000	
Admissions	40,000		40,000	
Charges for Services/Sales	1,000		1,000	
Contributions And Private Gran	30,000		30,000	
Total Revenue and Net Transfers		728,377		977,394
Estimated Expenditures By Line:				
Salaries and Wages	683,825		519,113	
Operating Expenses	72,531		82,231	
Capital Assets	97,400		623,364	
Total Estimated Expenditures		853,756		1,224,708
Ending Balance		**459,314**		**212,000**

SPECIA[redacted]ND REPORT

00253 ND Vision Services/School for the Blind
Version: 2015R0300253

Vision Aids & Appliances Fund -271

	2013 - 2015	2015 - 2017
Beginning Balance	4,266	4,266
Revenue and Net Transfers:		
Estimated Expenditures By Line:		
Ending Balance	**4,266**	**4,266**

Handout #I
SB2013
3/25/15

DPI Initiative Pool

	HB 1013 Optional Package Requests	Budgeted/Obligated	Total Spent	Total Pool Remaining
MIS				
STARS Maintenance	$ 719,000.00	$ 316,388.10	$ 229,571.45	$ 86,816.65
Website Development	$ 174,000.00	$ 61,488.75	$ 26,103.75	$ 35,385.00
Intranet		$ 213,971.00	$ 158,956.25	$ 55,014.75
Sharepoint		$ 52,850.00	$ 53,444.75	$ (594.75)
				$ -
Common Core State Standards - REA Grants	$ 500,000.00	$ 100,000.00	$ 75,000.00	$ 25,000.00
CCSS - State Leadership Training		$ 13,000.00	$ -	$ 13,000.00
CCSS - Grants to School Districts		$ 75,000.00	$ -	$ 75,000.00
Just in Time Match PD (SEEC)		$ 50,000.00	$ -	$ 50,000.00
Reading Summer Institute		$ 13,000.00	$ -	$ 13,000.00
Math Summer Institute		$ 12,000.00	$ -	$ 12,000.00
School Board PD		$ 10,826.00	$ -	$ 10,826.00
Principal/Teacher Evaluation System & REA Grts	$ 400,000.00	$ 249,992.00	$ 109,538.14	$ 140,453.86
PTESS Grants to School Districts		$ -	$ -	$ -
Safe & Drug Free Salary/Operating	$ 209,261.00	$ 450,625.00	$ 251,140.70	$ 199,484.30
S & H PE Standards Revision		$ 71,199.00	$ 59,504.13	$ 11,694.87
Safe & Health Mental Health Project		$ 153,950.00	$ -	$ 153,950.00
Statewide Accreditation System	$ 606,250.00	$ 634,200.00	$ 614,100.00	$ 20,100.00
Business Manager Certificate Program	$ 150,000.00	$ 150,000.00	$ 121,000.00	$ 29,000.00
*** Total amount of request was greater than amount granted during legislative session*	$ 2,758,871.00			$ -
Total	**$ 2,750,000.00**	**$ 2,628,489.85**	**$ 1,698,359.17**	**$ 930,130.68**
Percentages Budgeted		**95.6%**	**61.8%**	

** Expenses thru 2/28/2015*

Handout #2
SB 2013
3/25/15

North Dakota Governor's Schools

Over the past three years (2012-2014), 218 scholars have attended the North Dakota Governor's Schools. These scholars come from across North Dakota. Though not all school districts are represented, 62 school districts sent at least one scholar during the past three years.

Number of scholars from North Dakota school districts during 2012-2014:

No. of scholars	School district(s)
37	Fargo
16	Bismarck
13	Minot
12	West Fargo
7	Dickinson, Grand Forks, Wyndmere
6	Jamestown, Lisbon, Williston
5	Central Valley, Mandan, Valley City
4	Fessenden-Bowdon, North Star, Oakes, Wishek
3	Ellendale, Enderlin Area, Flasher, Kindred, May-Port CG, New Salem-Almont, Richland, Westhope
2	Carrington, Central Cass, Dakota Prairie, Devil's Lake, Hebron, Mohall-Lansford-Sherwood, Nesson, Northern Cass, Wing
1	Barnes County North, Belfield, Beulah, Bowman Co., Burke Central, Garrison, Goodrich, Grafton, Hazen, Kulm, Lakota, Larimore, Leeds, Lidgerwood, Litchville-Marion, Maple Valley, Milnor, North Sargent, Parshall, Richardton-Taylor, Rolette, Rugby, Sargent Central, Scranton, St. Thomas, Stanley, Tioga, Zeeland
0	Alexander, Ashley, Beach, Belcourt, Bottineau, Bowbells, Cavalier, Center-Stanton, Divide County, Drake, Drayton, Dunseith, Edgeley, Edmore, Eight Mile, Elgin-New Leipzig, Fairmount, Finley-Sharon, Fordville-Lankin, Ft. Totten, Gackle-Streeter, Glen Ullin, Glenburn, Grenora, Griggs Count Central, Halliday, Hankinson, Harvey, Hatton Eielson, Hazelton-Moffit-Braddock, Hettinger, Hillsboro, Hope, Kenmare, Kensal, Kidder County, Killdeer, LaMoure, Langdon Area, Lewis and Clark, Linton, Maddock, Mandaree, Max, McClusky, McKenzie, Medina, Midkota, Midway, Minnewaukan, Minto, Montpelier, Mott-Regent, Mt. Pleasant, Munich, Napoleon, New England, New Rockford-Sheyenne, New Town, Newburg-United, North Border, Northwood, Park River Area, Pingree-Buchanan, Powers Lake, Sawyer, Selfridge, Solen, South Heart, St. John, Starkweather, Strasburg, Surrey, TGU, Thompson, Turtle Lake-Mercer, Underwood, United, Valley-Edinburg, Velva, Wahpeton, Warwick, Washburn, White Shield, Wilton, Wolford
218	**TOTAL** (2012-2014)

Year	Scholars	ALA*	ENG**	ES	IT	MA	PA#	SC	VA#
2010	65			13	7	10	15	20	
2011	69			10	12	10		22	15
2012	76			18	12	12	14	20	
2013	76		5	14	12	15		19	11
2014	83	5	12	12	11	12	15	16	

*Program first offered in 2014
**Program first offered in 2013
#Program alternates every other year

ALA = Architecture/Landscape Architecture
ENG = Engineering
ES = English Studies
IT = Information Technology
MA = Mathematics
PA = Performing Arts
SC = Science
VA = Visual Arts

Attachment #1
SB 2013
3/31/15

Prepared by the Legislative Council staff
for House Appropriations - Education and
Environment Division
March 31 , 2015

SENATE BILL NO. 2013
LISTING OF PROPOSED CHANGES TO SENATE VERSION

Department - Department of Public Instruction

Proposed funding changes:

		Description	FTE	General Fund	Special Funds	Total	
	1	Adjust Funding for Health Insurance Premium Increases		($27,666)	($48,394)	($76,060)	
Senate Bill No. 2031	2	Adjust funding for English language learner grants included in Senate Bill No. 2031 to provide a total of $1.2 million from the general fund.		($1,300,000)		($1,300,000)	
Senate Bill No. 2031	3	Adjust funding for integrated formula payments based on House amendments to Senate Bill 2031, to provide a total of 1.897 billion, of which $219,134,000 million is from the state tuition fund and $1,677,866,000 is from the general fund. This level of funding represents a $144,900,000 increase from 2013-15 base level integrated formula payments and a $3,000,000 reduction from the executive recommendation.		($133,800,000)		($133,800,000)	
Boe	4	Reduce funding for transportation grants to provide a total of $57 million from the general fund, an increase of $3.5 million from the 2013-15 biennium.		($3,000,000)		($3,000,000)	Approved
Monson	5	Add funding to offset Medicaid matching requirements of school districts related to increased medical assistance payment rates for physical, occupational, and speech therapy services resulting from Senate Bill 2272.		$1,410,832		$1,410,832	
Monson	6	Ajust funding for Regional Education Associations.					
	7						
	8						
	9						
		Total proposed funding changes		($136,716,834)	($48,394)	($136,765,228)	

Other proposed changes:

Monson	1	A section is added to provide for a Legislative Management study of school district transportation and state reimbursement.
Boe	2	Amend the section related to the distribution of transportation grants to adjust reimbursement rates to reflect $3 million reduction in total available grants.

Prepared by the Legislative Council staff
for House Appropriations - Education and
Environment Division
March 31 , 2015

SENATE BILL NO. 2013
LISTING OF PROPOSED CHANGES TO SENATE VERSION

Department - State Library

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
1	Adjust Funding for Health Insurance Premium Increases		($22,077)	($510)	($22,587)
2					$0
3					$0
4					$0
5					$0
	Total proposed funding changes		($22,077)	($510)	($22,587)

Other proposed changes:

None

Prepared by the Legislative Council staff
for House Appropriations - Education and
Environment Division
March 31 , 2015

SENATE BILL NO. 2013
LISTING OF PROPOSED CHANGES TO SENATE VERSION

Department - School for the Deaf

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
1	Adjust Funding for Health Insurance Premium Increases		($35,542)	($4,360)	($39,902)
2					$0
3					$0
4					$0
5					$0
	Total proposed funding changes		($35,542)	($4,360)	($39,902)

Other proposed changes:

None

Prepared by the Legislative Council staff
for House Appropriations - Education and
Environment Division
March 31 , 2015

SENATE BILL NO. 2013
LISTING OF PROPOSED CHANGES TO SENATE VERSION

Department - North Dakota Vision Services - School for the Blind

Proposed funding changes:

	Description	FTE	General Fund	Special Funds	Total
1	Adjust Funding for Health Insurance Premium Increases		($17,574)	($6,518)	($24,092)
2					$0
3					$0
4					$0
5					$0
	Total proposed funding changes		($17,574)	($6,518)	($24,092)

Other proposed changes:

None

Attachment # 1
SB 2013
4/10/15

Prepared by the Legislative Council staff
for House Appropriations - Education and
Environment Division
April 7, 2015

SENATE BILL NO. 2013
LISTING OF PROPOSED CHANGES TO SENATE VERSION

Department - Department of Public Instruction

Proposed funding changes:

		Description	FTE	General Fund	Special Funds	Total	
	1	Adjust Funding for Health Insurance Premium Increases		($27,666)	($48,394)	($76,060)	
Senate Bill No. 2031	2	Adjust funding for English language learner grants included in Senate Bill No. 2031 to provide a total of $1.2 million from the general fund.		($1,300,000)		($1,300,000)	
Senate Bill No. 2031	3	Adjust funding for integrated formula payments based on House amendments to Senate Bill 2031, to provide a total of 1.897 billion, of which $219,134,000 million is from the state tuition fund and $1,677,866,000 is from the general fund. This level of funding represents a $144,900,000 increase from 2013-15 base level integrated formula payments and a $3,000,000 reduction from the executive recommendation.		($133,800,000)		($133,800,000)	
Boe	4	Reduce funding for transportation grants to provide a total of $57 million from the general fund, an increase of $3.5 million from the 2013-15 biennium.		($3,000,000)		($3,000,000)	Approved
Monson	5	Add funding to offset Medicaid matching requirements of school districts related to increased medical assistance payment rates for physical, occupational, and speech therapy services resulting from Senate Bill 2272. (Note: Amount has been reduced pursuant to House Human Services amendments that have reduced the fiscal note)		$323,611		$323,611	
Monson	6	Ajust funding for Regional Education Associations.					
Monson	7	Reduce funding added by the Senate to provide free breakfast and lunch to students eligible for reduced meals, to provide a total of $205,000 from the general fund to provide free breakfast to students eligible for reduced meals.		($867,000)		($867,000)	
Monson	8	Funding provided for CPR grants ($450,000) is made one-time funding.				$0	
Sanford	9	Add funding to provide 3 percent per year increases in the per student integrated formula payments during the 2015-17 biennium, based on the 2014-15 per student integrated formula rate. In addition, estimate local funding based on a 70/30 state/local distribution of oil tax revenue.					
Sanford	10	Reduce funding for grants in the grants-other grants line item		($2,000,000)		($2,000,000)	
	11					$0	
		Total proposed funding changes		($140,671,055)	($48,394)	($140,719,449)	

Other proposed changes:

Monson	1	A section is added to provide for a Legislative Management study of school district transportation and state reimbursement.
Boe	2	Amend the section related to the distribution of transportation grants to adjust reimbursement rates to reflect $3 million reduction in total available grants.
Martinson/ Guggisberg/ Dosch	3	A section is added to provide for a Legislative Management study of teacher preparation, including reasons new teachers leave the profession, federal requirements for teacher preparation programs, and possible enhancements to teacher preparation programs and other programs designed to improve retention of new teachers. As part of the study the DPI must prepare exit interview forms to be completed by school districts when a teacher separates employment. Information from the exit interviews must be compiled by the DPI and the department must report to the Legislative Management regarding the data compiled from the exit interviews.

Attachment #2
SB 2013
4/10/15

15.8146.02003
Title.

Prepared by the Legislative Council staff for
Representative Streyle
March 11, 2015

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 3, after the semicolon insert "to provide for withdrawal from the smarter balanced consortium;"

Page 13, after line 18, insert:

"**SECTION 21.**

Withdrawal from smarter balanced consortium.

On the effective date of this Act, the governor and the superintendent of public instruction shall provide written notification to the smarter balanced consortium indicating that this state is no longer a participant in the smarter balanced consortium."

Renumber accordingly

15.8146.02007
Title.

Fiscal No. 1

Prepared by the Legislative Council staff for
House Appropriations - Education and
Environment Division Committee
April 10, 2015

Attachment #1

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 7, after "state" insert "; to provide an exemption; to provide a statement of legislative intent; and to provide for legislative management studies"

Page 1, remove lines 20 through 24

Page 2, replace lines 1 through 10 with:

"Salaries and wages	$15,940,953	$2,339,053	$18,280,006
Accrued leave payments	322,068	(322,068)	0
Operating expenses	29,430,802	1,397,390	30,828,192
Integrated formula payments	1,752,100,000	144,900,000	1,897,000,000
Grants - special education contracts	16,500,000	800,000	17,300,000
Grants - transportation	53,500,000	3,500,000	57,000,000
Grants - other grants	272,996,261	1,548,466	274,544,727
PowerSchool	0	6,000,000	6,000,000
Rapid enrollment grants	13,600,000	1,200,000	14,800,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,154,540,084	$161,362,841	$2,315,902,925
Less estimated income	436,996,759	71,635,714	508,632,473
Total general fund	$1,717,543,325	$89,727,127	$1,807,270,452
Full-time equivalent positions	99.75	0.00	99.75"

Page 2, replace lines 15 through 22 with:

"Salaries and wages	$3,780,053	$401,127	$4,181,180
Accrued leave payments	75,354	(75,354)	0
Operating expenses	1,895,726	0	1,895,726
Grants	2,519,000	616,500	3,135,500
Total all funds	$8,270,133	$942,273	$9,212,406
Less estimated income	2,394,145	44,606	2,438,751
Total general fund	$5,875,988	$897,667	$6,773,655
Full-time equivalent positions	29.75	0.00	29.75"

Page 2, remove lines 27 through 31

Page 3, replace lines 1 through 4 with:

"Salaries and wages	$6,932,905	$781,425	$7,714,330
Accrued leave payments	134,846	(134,846)	0
Operating expenses	1,908,794	139,502	2,048,296
Capital assets	191,762	675,412	867,174
Grants	200,000	0	200,000
Total all funds	$9,368,307	$1,461,493	$10,829,800
Less estimated income	1,568,928	120,282	1,689,210
Total general fund	$7,799,379	$1,341,211	$9,140,590
Full-time equivalent positions	44.61	1.00	45.61"

Page 3, replace lines 9 through 16 with:

"Salaries and wages	$4,415,180	$344,969	$4,760,149
Accrued leave payments	87,463	(87,463)	0
Operating expenses	707,006	157,700	864,706
Capital assets	35,364	46,590	81,954
Total all funds	$5,245,013	$461,796	$5,706,809
Less estimated income	743,427	(118,102)	625,325
Total general fund	$4,501,586	$579,898	$5,081,484
Full-time equivalent positions	30.00	0.00	30.00"

Page 3, replace lines 21 through 23 with:

"Grand total general fund	$1,735,720,278	$92,545,903	$1,828,266,181
Grand total special funds	441,703,259	71,682,500	513,385,759
Grand total all funds	$2,177,423,537	$164,228,403	$2,341,651,940"

Page 4, after line 3, insert:

" Civics education grant	0	200,000
Cardiopulmonary resuscitation training grants	0	450,000"

Page 4, replace line 6 with:

" Total department of public instruction - general fund	$6,070,000	$15,480,000"

Page 4, replace lines 24 through 26 with:

"Grand total - all funds	$10,375,095	$16,386,000
Grand total - estimated income	1,112,588	656,000
Grand total - general fund	$9,262,507	$15,730,000"

Page 6, line 17, replace "twenty-seven" with "eighteen"

Page 6, line 19, replace "Sixty" with "Fifty-five"

Page 6, line 20, replace "Sixty" with "Fifty-four"

Page 6, line 31, replace "Sixty" with "Fifty-four"

Page 9, after line 13, insert:

"**SECTION 12. EXEMPTION - SAFETY GRANTS.** The amount appropriated for school district safety grants in section 1 of chapter 59 of the 2013 Session Laws is not subject to section 54-44.1-11 and any unexpended funds are available for school district safety grants during the biennium beginning July 1, 2015, and ending June 30, 2017."

Page 13, after line 18, insert:

"**SECTION 22. LEGISLATIVE INTENT - REGIONAL EDUCATION ASSOCIATIONS AND THE NORTH DAKOTA TEACHER CENTER NETWORK.** It is the intent of the sixty-fourth legislative assembly that, during the 2015-17 biennium, the North Dakota teacher center network merge with regional education associations and that the mergers be complete by July 1, 2017.

SECTION 23. LEGISLATIVE MANAGEMENT STUDY - SCHOOL DISTRICT TRANSPORTATION. During the 2015-16 interim, the legislative management shall consider studying school district transportation and state reimbursement for

transportation. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly.

SECTION 24. LEGISLATIVE MANAGEMENT STUDY - TEACHER PREPARATION AND RETENTION. During the 2015-16 interim, the legislative management shall consider studying teacher preparation and retention, including reasons new teachers leave the profession, federal requirements for teacher preparation programs, and possible enhancements to teacher preparation programs and other programs designed to improve retention of new teachers. As part of the study the superintendent of public instruction shall prepare exit interview forms to be completed by school districts when a teacher separates employment. The superintendent of public instruction shall compile the information from the exit interviews and provide a report to the legislative management. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	Base Budget	Senate Version	House Changes	House Version
Department of Public Instruction				
Total all funds	$2,154,540,084	$2,449,114,980	($133,212,055)	$2,315,902,925
Less estimated income	436,996,759	508,680,867	(48,394)	508,632,473
General fund	$1,717,543,325	$1,940,434,113	($133,163,661)	$1,807,270,452
State Library				
Total all funds	$8,270,133	$9,234,993	($22,587)	$9,212,406
Less estimated income	2,394,145	2,439,261	(510)	2,438,751
General fund	$5,875,988	$6,795,732	($22,077)	$6,773,655
School for the Deaf				
Total all funds	$9,368,307	$10,869,702	($39,902)	$10,829,800
Less estimated income	1,568,928	1,693,570	(4,360)	1,689,210
General fund	$7,799,379	$9,176,132	($35,542)	$9,140,590
Vision Services - School for the Blind				
Total all funds	$5,245,013	$5,730,901	($24,092)	$5,706,809
Less estimated income	743,427	631,843	(6,518)	625,325
General fund	$4,501,586	$5,099,058	($17,574)	$5,081,484
Bill total				
Total all funds	$2,177,423,537	$2,474,950,576	($133,298,636)	$2,341,651,940
Less estimated income	441,703,259	513,445,541	(59,782)	513,385,759
General fund	$1,735,720,278	$1,961,505,035	($133,238,854)	$1,828,266,181

Senate Bill No. 2013 - Department of Public Instruction - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$15,940,953	$18,356,066	($76,060)	$18,280,006
Operating expenses	29,430,802	30,828,192		30,828,192
Integrated formula payments	1,752,100,000	2,030,800,000	(133,800,000)	1,897,000,000
Grants - special education contracts	16,500,000	17,300,000		17,300,000
Grants - transportation	53,500,000	60,000,000	(3,000,000)	57,000,000
Grants - other grants	272,996,261	270,880,722	3,664,005	274,544,727
Rapid enrollment grants	13,600,000	14,800,000		14,800,000
Transportation efficiency	30,000	30,000		30,000

National board certification	120,000	120,000		120,000
Accrued leave payments	322,068			
PowerSchool		6,000,000		6,000,000
Total all funds	$2,154,540,084	$2,449,114,980	($133,212,055)	$2,315,902,925
Less estimated income	436,996,759	508,680,867	(48,394)	508,632,473
General fund	$1,717,543,325	$1,940,434,113	($133,163,661)	$1,807,270,452
FTE	99.75	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Adjusts Funding for English Language Learner Grants[2]	Adjusts Funding for Integrated Formula Payments[3]	Decreases Funding for Transportation Grants[4]	Adds Funding for Medicaid Matching Requirments[5]	Decreases Funding for Free Meals to Students Eligible for Reduced Meals[6]
Salaries and wages	($76,060)					
Operating expenses						
Integrated formula payments			(133,800,000)			
Grants - special education contracts						
Grants - transportation				(3,000,000)		
Grants - other grants		(1,300,000)			323,611	(867,000)
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
PowerSchool						
Total all funds	($76,060)	($1,300,000)	($133,800,000)	($3,000,000)	$323,611	($867,000)
Less estimated income	(48,394)	0	0	0	0	0
General fund	($27,666)	($1,300,000)	($133,800,000)	($3,000,000)	$323,611	($867,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds Funding for Early Childhood Education Grants[7]	Adds One-Time Funding for Civics Education Grant[8]	Adjusts Funding for Other Grants[9]	Total House Changes
Salaries and wages				($76,060)
Operating expenses				
Integrated formula payments				(133,800,000)
Grants - special education contracts				
Grants - transportation				(3,000,000)
Grants - other grants	6,000,000	200,000	(692,606)	3,664,005
Rapid enrollment grants				
Transportation efficiency				
National board certification				
Accrued leave payments				
PowerSchool				
Total all funds	$6,000,000	$200,000	($692,606)	($133,212,055)
Less estimated income	0	0	0	(48,394)
General fund	$6,000,000	$200,000	($692,606)	($133,163,661)
FTE	0.00	0.00	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

[2] Funding for English language learner grants included in Senate Bill No. 2031 is adjusted to provide a total of $1.2 million from the general fund.

[3] Integrated formula payments are reduced based on House amendments to Senate Bill No. 2031, to provide a total of $1,897,000,000, of which $219,134,000 is from the state tuition fund and $1,677,866,000 is from the general fund. This level of funding represents a $144,900,000 increase from 2013-15 base level integrated formula payments and a $3,000,000 reduction from the executive recommendation. Funding for integrated formula payments is adjusted for the following:

Per student integrated formula payment rate adjustments	($43,580,000)
Senate increase to "at-risk" factor is removed	(45,100,000)
Additional property tax relief added by the Senate is removed	(22,000,000)
Additional professional development days added by the Senate are removed	(20,000,000)
Increases to the English language learner and regional education association factors included in the executive recommendation and the Senate version are removed	(1,320,000)
Increases to the school size weighting factors added by the Senate are removed	(1,800,000)
Total adjustment to integrated formula payments included in Engrossed Senate Bill No. 2013	($133,800,000)

[4] Funding for transportation grants is reduced to provide a total of $57 million from the general fund, an increase of $3.5 million from the 2013-15 biennium.

[5] Funding is added for Medicaid matching requirements of school districts related to increased medical assistance payment rates for physical, occupational, and speech therapy services resulting from Senate Bill No. 2272.

[6] Funding added by the Senate to provide free breakfast and lunch to students eligible for reduced meals is decreased to provide a total of $205,000 from the general fund to provide free breakfast to students eligible for reduced meals.

[7] Funding is added for a passthrough grant to the Department of Commerce for early childhood education grants.

[8] One-time funding is added to provide for a passthrough grant to the North Dakota Humanities Council for the development of elementary and secondary civics education.

[9] Funding is removed or reduced for the following other grants provided from the general fund:

	General Fund (Decrease)	Total General Fund
Mentoring program	($300,000)	$2,700,000
Teacher center network	(54,000)	360,000
LEAD Center	(7,500)	260,000
Rural art outreach program	(20,000)	415,000
North Dakota Young Entrepreneur education program	(140,000)	0
"We the People" program	(5,000)	20,000
Pathfinders Parent project	(146,106)	0
National writing projects	(20,000)	173,000
Total general fund	($692,606)	$3,928,000

This amendment also:

- Designates funding for CPR grants ($450,000) as one-time funding;
- Amends the section related to the distribution of transportation grants to adjust reimbursement rates to reflect $3 million reduction in total available grants;
- Adds an exemption to provide that any safety grant funds at the end of the 2013-15 biennium may be continued to the 2015-17 biennium;
- Adds a section of legislative intent to require that, during the 2015-17 biennium, teacher center networks merge with regional education associations and to provide mergers are complete by July 1, 2017;
- Adds a section to provide for a Legislative Management study of school district transportation and state reimbursement;
- Adds a section to provide for a Legislative Management study of teacher preparation, including reasons new teachers leave the profession, federal requirements for teacher preparation programs, and possible enhancements to teacher preparation programs and other programs

designed to improve retention of new teachers. As part of the study the Department of Public Instruction must prepare exit interview forms to be completed by school districts when a teacher separates employment. Information from the exit interviews must be compiled by the Department of Public Instruction and the department must report to the Legislative Management regarding the data compiled from the exit interviews.

Senate Bill No. 2013 - State Library - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$3,780,053	$4,203,767	($22,587)	$4,181,180
Operating expenses	1,895,726	1,895,726		1,895,726
Grants	2,519,000	3,135,500		3,135,500
Accrued leave payments	75,354			
	$8,270,133	$9,234,993	($22,587)	$9,212,406
Total all funds				
Less estimated income	2,394,145	2,439,261	(510)	2,438,751
	$5,875,988	$6,795,732	($22,077)	$6,773,655
General fund				
	29.75	29.75	0.00	29.75
FTE				

Department No. 250 - State Library - Detail of House Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total House Changes
Salaries and wages	($22,587)	($22,587)
Operating expenses		
Grants		
Accrued leave payments		
Total all funds	($22,587)	($22,587)
Less estimated income	(510)	(510)
General fund	($22,077)	($22,077)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

Senate Bill No. 2013 - School for the Deaf - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$6,932,905	$7,754,232	($39,902)	$7,714,330
Operating expenses	1,908,794	2,048,296		2,048,296
Capital assets	191,762	867,174		867,174
Grants	200,000	200,000		200,000
Accrued leave payments	134,846			
	$9,368,307	$10,869,702	($39,902)	$10,829,800
Total all funds				
Less estimated income	1,568,928	1,693,570	(4,360)	1,689,210
	$7,799,379	$9,176,132	($35,542)	$9,140,590
General fund				
	44.61	45.61	0.00	45.61
FTE				

Department No. 252 - School for the Deaf - Detail of House Changes

	Adjusts Funding for	Total House Changes

	Health Insurance Premium Increases[1]	
Salaries and wages	($39,902)	($39,902)
Operating expenses		
Capital assets		
Grants		
Accrued leave payments		
Total all funds	($39,902)	($39,902)
Less estimated income	(4,360)	(4,360)
General fund	($35,542)	($35,542)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

Senate Bill No. 2013 - Vision Services - School for the Blind - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$4,415,180	$4,784,241	($24,092)	$4,760,149
Operating expenses	707,006	864,706		864,706
Capital assets	35,364	81,954		81,954
Accrued leave payments	87,463			
Total all funds	$5,245,013	$5,730,901	($24,092)	$5,706,809
Less estimated income	743,427	631,843	(6,518)	625,325
General fund	$4,501,586	$5,099,058	($17,574)	$5,081,484
FTE	30.00	30.00	0.00	30.00

Department No. 253 - Vision Services - School for the Blind - Detail of House Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total House Changes
Salaries and wages	($24,092)	($24,092)
Operating expenses		
Capital assets		
Accrued leave payments		
Total all funds	($24,092)	($24,092)
Less estimated income	(6,518)	(6,518)
General fund	($17,574)	($17,574)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

15.8146.02011
Title.
Fiscal No. 2

Prepared by the Legislative Council staff for
House Appropriations Committee
April 10, 2015

attachment #2 4/10/15

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 1, line 7, after "state" insert "; to provide an exemption; to provide a statement of legislative intent; and to provide for legislative management studies"

Page 1, remove lines 20 through 24

Page 2, replace lines 1 through 10 with:

"Salaries and wages	$15,940,953	$2,339,053	$18,280,006
Accrued leave payments	322,068	(322,068)	0
Operating expenses	29,430,802	1,397,390	30,828,192
Integrated formula payments	1,752,100,000	144,900,000	1,897,000,000
Grants - special education contracts	16,500,000	800,000	17,300,000
Grants - transportation	53,500,000	3,500,000	57,000,000
Grants - other grants	272,996,261	(4,451,534)	268,544,727
PowerSchool	0	6,000,000	6,000,000
Rapid enrollment grants	13,600,000	1,200,000	14,800,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,154,540,084	$155,362,841	$2,309,902,925
Less estimated income	436,996,759	71,635,714	508,632,473
Total general fund	$1,717,543,325	$83,727,127	$1,801,270,452
Full-time equivalent positions	99.75	0.00	99.75"

Page 2, replace lines 15 through 22 with:

"Salaries and wages	$3,780,053	$401,127	$4,181,180
Accrued leave payments	75,354	(75,354)	0
Operating expenses	1,895,726	0	1,895,726
Grants	2,519,000	616,500	3,135,500
Total all funds	$8,270,133	$942,273	$9,212,406
Less estimated income	2,394,145	44,606	2,438,751
Total general fund	$5,875,988	$897,667	$6,773,655
Full-time equivalent positions	29.75	0.00	29.75"

Page 2, remove lines 27 through 31

Page 3, replace lines 1 through 4 with:

"Salaries and wages	$6,932,905	$781,425	$7,714,330
Accrued leave payments	134,846	(134,846)	0
Operating expenses	1,908,794	139,502	2,048,296
Capital assets	191,762	675,412	867,174
Grants	200,000	0	200,000
Total all funds	$9,368,307	$1,461,493	$10,829,800
Less estimated income	1,568,928	120,282	1,689,210
Total general fund	$7,799,379	$1,341,211	$9,140,590
Full-time equivalent positions	44.61	1.00	45.61"

Page 3, replace lines 9 through 16 with:

"Salaries and wages	$4,415,180	$344,969	$4,760,149
Accrued leave payments	87,463	(87,463)	0
Operating expenses	707,006	157,700	864,706
Capital assets	35,364	46,590	81,954
Total all funds	$5,245,013	$461,796	$5,706,809
Less estimated income	743,427	(118,102)	625,325
Total general fund	$4,501,586	$579,898	$5,081,484
Full-time equivalent positions	30.00	0.00	30.00"

Page 3, replace lines 21 through 23 with:

"Grand total general fund	$1,735,720,278	$86,545,903	$1,822,266,181
Grand total special funds	441,703,259	71,682,500	513,385,759
Grand total all funds	$2,177,423,537	$158,228,403	$2,335,651,940"

Page 4, after line 3, insert:

" Civics education grant	0	200,000
Cardiopulmonary resuscitation training grants	0	450,000"

Page 4, replace line 6 with:

" Total department of public instruction - general fund	$6,070,000	$15,480,000"

Page 4, replace lines 24 through 26 with:

"Grand total - all funds	$10,375,095	$16,386,000
Grand total - estimated income	1,112,588	656,000
Grand total - general fund	$9,262,507	$15,730,000"

Page 6, line 17, replace "twenty-seven" with "eighteen"

Page 6, line 19, replace "Sixty" with "Fifty-five"

Page 6, line 20, replace "Sixty" with "Fifty-four"

Page 6, line 31, replace "Sixty" with "Fifty-four"

Page 9, after line 13, insert:

"**SECTION 12. EXEMPTION - SAFETY GRANTS.** The amount appropriated for school district safety grants in section 1 of chapter 59 of the 2013 Session Laws is not subject to section 54-44.1-11 and any unexpended funds are available for school district safety grants during the biennium beginning July 1, 2015, and ending June 30, 2017.

SECTION 13. UNSPENT GRANTS - STATE SCHOOL AID RESTRICTION - 2013-15 BIENNIUM. Not withstanding any provisions of Senate Bill No. 2031, as approved by the sixty-fourth legislative assembly, the superintendent of public instruction may not spend any of the moneys remaining in the grants - state school aid line item to contract for a study of the impact of early childhood education provider grants during the 2015-17 biennium."

Page 13, after line 18, insert:

"**SECTION 23. LEGISLATIVE INTENT - REGIONAL EDUCATION ASSOCIATIONS AND THE NORTH DAKOTA TEACHER CENTER NETWORK.** It is

the intent of the sixty-fourth legislative assembly that, during the 2015-17 biennium, the North Dakota teacher center network merge with regional education associations and that the mergers be complete by July 1, 2017.

SECTION 24. LEGISLATIVE MANAGEMENT STUDY - SCHOOL DISTRICT TRANSPORTATION. During the 2015-16 interim, the legislative management shall consider studying school district transportation and state reimbursement for transportation. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly.

SECTION 25. LEGISLATIVE MANAGEMENT STUDY - TEACHER PREPARATION AND RETENTION. During the 2015-16 interim, the legislative management shall consider studying teacher preparation and retention, including reasons new teachers leave the profession, federal requirements for teacher preparation programs, and possible enhancements to teacher preparation programs and other programs designed to improve retention of new teachers. As part of the study the superintendent of public instruction shall prepare exit interview forms to be completed by school districts when a teacher separates employment. The superintendent of public instruction shall compile the information from the exit interviews and provide a report to the legislative management. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of House Action

	Base Budget	Senate Version	House Changes	House Version
Department of Public Instruction				
Total all funds	$2,154,540,084	$2,449,114,980	($139,212,055)	$2,309,902,925
Less estimated income	436,996,759	508,680,867	(48,394)	508,632,473
General fund	$1,717,543,325	$1,940,434,113	($139,163,661)	$1,801,270,452
State Library				
Total all funds	$8,270,133	$9,234,993	($22,587)	$9,212,406
Less estimated income	2,394,145	2,439,261	(510)	2,438,751
General fund	$5,875,988	$6,795,732	($22,077)	$6,773,655
School for the Deaf				
Total all funds	$9,368,307	$10,869,702	($39,902)	$10,829,800
Less estimated income	1,568,928	1,693,570	(4,360)	1,689,210
General fund	$7,799,379	$9,176,132	($35,542)	$9,140,590
Vision Services - School for the Blind				
Total all funds	$5,245,013	$5,730,901	($24,092)	$5,706,809
Less estimated income	743,427	631,843	(6,518)	625,325
General fund	$4,501,586	$5,099,058	($17,574)	$5,081,484
Bill total				
Total all funds	$2,177,423,537	$2,474,950,576	($139,298,636)	$2,335,651,940
Less estimated income	441,703,259	513,445,541	(59,782)	513,385,759
General fund	$1,735,720,278	$1,961,505,035	($139,238,854)	$1,822,266,181

Senate Bill No. 2013 - Department of Public Instruction - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$15,940,953	$18,356,066	($76,060)	$18,280,006
Operating expenses	29,430,802	30,828,192		30,828,192
Integrated formula payments	1,752,100,000	2,030,800,000	(133,800,000)	1,897,000,000
Grants - special education contracts	16,500,000	17,300,000		17,300,000
Grants - transportation	53,500,000	60,000,000	(3,000,000)	57,000,000
Grants - other grants	272,996,261	270,880,722	(2,335,995)	268,544,727
Rapid enrollment grants	13,600,000	14,800,000		14,800,000
Transportation efficiency	30,000	30,000		30,000
National board certification	120,000	120,000		120,000
Accrued leave payments	322,068			
PowerSchool		6,000,000		6,000,000
Total all funds	$2,154,540,084	$2,449,114,980	($139,212,055)	$2,309,902,925
Less estimated income	436,996,759	508,680,867	(48,394)	508,632,473
General fund	$1,717,543,325	$1,940,434,113	($139,163,661)	$1,801,270,452
FTE	99.75	99.75	0.00	99.75

Department No. 201 - Department of Public Instruction - Detail of House Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Adjusts Funding for English Language Learner Grants[2]	Adjusts Funding for Integrated Formula Payments[3]	Decreases Funding for Transportation Grants[4]	Adds Funding for Medicaid Matching Requirements[5]	Decreases Funding for Free Meals to Students Eligible for Reduced Meals[6]
Salaries and wages	($76,060)					
Operating expenses						
Integrated formula payments			(133,800,000)			
Grants - special education contracts						
Grants - transportation				(3,000,000)		
Grants - other grants		(1,300,000)			323,611	(867,000)
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
PowerSchool						
Total all funds	($76,060)	($1,300,000)	($133,800,000)	($3,000,000)	$323,611	($867,000)
Less estimated income	(48,394)	0	0	0	0	0
General fund	($27,666)	($1,300,000)	($133,800,000)	($3,000,000)	$323,611	($867,000)
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adds One-Time Funding for Civics Education Grant[7]	Adjusts Funding for Other Grants[8]	Total House Changes
Salaries and wages			($76,060)
Operating expenses			
Integrated formula payments			(133,800,000)
Grants - special education contracts			
Grants - transportation			(3,000,000)
Grants - other grants	200,000	(692,606)	(2,335,995)
Rapid enrollment grants			
Transportation efficiency			
National board certification			
Accrued leave payments			
PowerSchool			
Total all funds	$200,000	($692,606)	($139,212,055)

Less estimated income	0	0	(48,394)
General fund	$200,000	($692,606)	($139,163,661)
FTE	0.00	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

[2] Funding for English language learner grants included in Senate Bill No. 2031 is adjusted to provide a total of $1.2 million from the general fund.

[3] Integrated formula payments are reduced based on House amendments to Senate Bill No. 2031, to provide a total of $1,897,000,000, of which $219,134,000 is from the state tuition fund and $1,677,866,000 is from the general fund. This level of funding represents a $144,900,000 increase from 2013-15 base level integrated formula payments and a $3,000,000 reduction from the executive recommendation. Funding for integrated formula payments is adjusted for the following:

Per student integrated formula payment rate adjustments	($43,580,000)
Senate increase to "at-risk" factor is removed	(45,100,000)
Additional property tax relief added by the Senate is removed	(22,000,000)
Additional professional development days added by the Senate are removed	(20,000,000)
Increases to the English language learner and regional education association factors included in the executive recommendation and the Senate version are removed	(1,320,000)
Increases to the school size weighting factors added by the Senate are removed	(1,800,000)
Total adjustment to integrated formula payments included in Engrossed Senate Bill No. 2013	($133,800,000.00)

[4] Funding for transportation grants is reduced to provide a total of $57 million from the general fund, an increase of $3.5 million from the 2013-15 biennium.

[5] Funding is added for Medicaid matching requirements of school districts related to increased medical assistance payment rates for physical, occupational, and speech therapy services resulting from Senate Bill No. 2272.

[6] Funding added by the Senate to provide free breakfast and lunch to students eligible for reduced meals is decreased to provide a total of $205,000 from the general fund to provide free breakfast to students eligible for reduced meals.

[7] One-time funding is added to provide for a passthrough grant to the North Dakota Humanities Council for the development of elementary and secondary civics education.

[8] Funding is removed or reduced for the following other grants provided from the general fund:

	General Fund (Decrease)	Total General Fund
Mentoring program	($300,000)	$2,700,000
Teacher center network	(54,000)	360,000
LEAD Center	(7,500)	260,000
Rural art outreach program	(20,000)	415,000
North Dakota Young Entrepreneur education program	(140,000)	0
"We the People" program	(5,000)	20,000
Pathfinders Parent project	(146,106)	0
National writing projects	(20,000)	173,000
Total general fund	($692,606)	$3,928,000

This amendment also:

- Designates funding for CPR grants ($450,000) as one-time funding from the general fund;
- Amends the section related to the distribution of transportation grants to adjust reimbursement rates to reflect $3 million reduction in total available grants;
- Adds an exemption to provide that any safety grant funds at the end of the 2013-15 biennium

may be continued to the 2015-17 biennium;

- Adds a section of legislative intent to require that, during the 2015-17 biennium, teacher center networks merge with regional education associations and to provide mergers are complete by July 1, 2017;
- Adds a section to provide for a Legislative Management study of school district transportation and state reimbursement;
- Adds a section to provide for a Legislative Management study of teacher preparation and retention, including reasons new teachers leave the profession, federal requirements for teacher preparation programs, and possible enhancements to teacher preparation programs and other programs designed to improve retention of new teachers. As part of the study the Department of Public Instruction must prepare exit interview forms to be completed by school districts when a teacher separates employment. Information from the exit interviews must be compiled by the Department of Public Instruction and the department must report to the Legislative Management regarding the data compiled from the exit interviews.

Senate Bill No. 2013 - State Library - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$3,780,053	$4,203,767	($22,587)	$4,181,180
Operating expenses	1,895,726	1,895,726		1,895,726
Grants	2,519,000	3,135,500		3,135,500
Accrued leave payments	75,354			
Total all funds	$8,270,133	$9,234,993	($22,587)	$9,212,406
Less estimated income	2,394,145	2,439,261	(510)	2,438,751
General fund	$5,875,988	$6,795,732	($22,077)	$6,773,655
FTE	29.75	29.75	0.00	29.75

Department No. 250 - State Library - Detail of House Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total House Changes
Salaries and wages	($22,587)	($22,587)
Operating expenses		
Grants		
Accrued leave payments		
Total all funds	($22,587)	($22,587)
Less estimated income	(510)	(510)
General fund	($22,077)	($22,077)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

Senate Bill No. 2013 - School for the Deaf - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$6,932,905	$7,754,232	($39,902)	$7,714,330
Operating expenses	1,908,794	2,048,296		2,048,296
Capital assets	191,762	867,174		867,174
Grants	200,000	200,000		200,000
Accrued leave payments	134,846			
Total all funds	$9,368,307	$10,869,702	($39,902)	$10,829,800

Less estimated income	1,568,928	1,693,570	(4,360)	1,689,210
General fund	$7,799,379	$9,176,132	($35,542)	$9,140,590
FTE	44.61	45.61	0.00	45.61

Department No. 252 - School for the Deaf - Detail of House Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total House Changes
Salaries and wages	($39,902)	($39,902)
Operating expenses		
Capital assets		
Grants		
Accrued leave payments		
Total all funds	($39,902)	($39,902)
Less estimated income	(4,360)	(4,360)
General fund	($35,542)	($35,542)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

Senate Bill No. 2013 - Vision Services - School for the Blind - House Action

	Base Budget	Senate Version	House Changes	House Version
Salaries and wages	$4,415,180	$4,784,241	($24,092)	$4,760,149
Operating expenses	707,006	864,706		864,706
Capital assets	35,364	81,954		81,954
Accrued leave payments	87,463			
Total all funds	$5,245,013	$5,730,901	($24,092)	$5,706,809
Less estimated income	743,427	631,843	(6,518)	625,325
General fund	$4,501,586	$5,099,058	($17,574)	$5,081,484
FTE	30.00	30.00	0.00	30.00

Department No. 253 - Vision Services - School for the Blind - Detail of House Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total House Changes
Salaries and wages	($24,092)	($24,092)
Operating expenses		
Capital assets		
Accrued leave payments		
Total all funds	($24,092)	($24,092)
Less estimated income	(6,518)	(6,518)
General fund	($17,574)	($17,574)
FTE	0.00	0.00

1 Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate

of $1,130.22 per month.

SB 2013
#1
4-20-15
Conf

Department of Public Instruction - Budget No. 201
Senate Bill No. 2013
Base Level Funding Changes

	Senate Version				House Version				House Changes to Senate Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2015-17 Biennium Base Level	99.75	$1,717,543,325	$436,996,759	$2,154,540,084	99.75	$1,717,543,325	$436,996,759	$2,154,540,084	0.00	$0	$0	$0
2015-17 Ongoing Funding Changes												
Base payroll changes		$814,473	($569,781)	$244,692		$814,473	($569,781)	$244,692				$0
Salary increase - Performance		206,948	422,861	629,809		206,948	422,861	629,809				0
Salary increase - Market equity				0				0				0
Retirement contribution increase				0				0				0
Health insurance increase		141,529	294,592	436,121		113,863	246,198	360,061		(27,666)	(48,394)	(76,060)
Salary increase - Targeted equity				0				0				0
Internship stipend		5,038		5,038		5,038		5,038				0
Adjust federal and special fund grants			(7,869,039)	(7,869,039)			(7,869,039)	(7,869,039)				0
Increase funding for integrated formula payments		199,892,000	78,808,000	278,700,000		66,092,000	78,808,000	144,900,000		(133,800,000)		(133,800,000)
Increase funding for transportation grants		6,500,000		6,500,000		3,500,000		3,500,000		(3,000,000)		(3,000,000)
Increase funding for special education grants		800,000		800,000		800,000		800,000				0
Add funding for a college and career readiness program		250,000		250,000		250,000		250,000				0
Add funding for PowerSchool grants		6,000,000		6,000,000		6,000,000		6,000,000				0
Increase funding for expanded mentoring program		700,000		700,000		700,000		700,000				0
Add funding to support content positions in math and science		277,351		277,351		277,351		277,351				0
Increase funding for safe and healthy schools unit		597,674		597,674		597,674		597,674				0
Add funding for maintenance and upgrades to STARS and website		160,000		160,000		160,000		160,000				0
Add funding for the statewide accreditation system		799,750		799,750		799,750		799,750				0
Add funding for a principal and teacher evaluation system		300,000		300,000		300,000		300,000				0
Increase funding for adult education grants		1,000,000		1,000,000		1,000,000		1,000,000				0
Increase funding for other grants		121,500		121,500		121,500		121,500				0
Remove CPR grants				0				0				0
Remove rapid enrollment grants		(13,600,000)		(13,600,000)		(13,600,000)		(13,600,000)				0
Add funding to provide free breakfast and lunch to students eligible for reduced meals		1,072,000		1,072,000		205,000		205,000		(867,000)		(867,000)
Correct funding source of grants provided in the executive recommendation		(597,475)	597,475	0		(597,475)	597,475	0				0
Increase funding for the North Dakota Museum of Art to provide a total of $435,000		20,000		20,000		20,000		20,000				0
Increase funding for the Global Bridges exchange program to provide a total of $250,000		100,000		100,000		100,000		100,000				0
Add funding for English language learner grants provided in Senate Bill No. 2031		2,500,000		2,500,000		1,200,000		1,200,000		(1,300,000)		(1,300,000)
Add funding to offset Meidcaid matching requirements of school districts related to increased medical assistance payment rates for certain therapies				0		323,611		323,611		323,611		323,611
Adjust funding for various pass through grants				0		(692,606)		(692,606)		(692,606)		(692,606)
Adjust CPR grants to one-time funding				0		(450,000)		(450,000)		(450,000)		(450,000)
Total ongoing funding changes	0.00	$208,060,788	$71,684,108	$279,744,896	0.00	$68,247,127	$71,635,714	$139,882,841	0.00	($139,813,661)	($48,394)	($139,862,055)
One-time funding items												
Add funding for rapid enrollment grants		$14,800,000		$14,800,000		$14,800,000		$14,800,000				$0

Add funding for North Dakota Museum of Art rural outreach van				0				0				0
Add funding for the one-time cost of computer updates related to providing free breakfast and lunch to students eligible for reduced meals		30,000		30,000		30,000		30,000				0
Add one-time funding for North Dakota Humanities Council grant				0		200,000		200,000		200,000		200,000
Adjust CPR grants to one-time funding				0		450,000		450,000		450,000		450,000
Total one-time funding changes	0.00	$14,830,000	$0	$14,830,000	0.00	$15,480,000	$0	$15,480,000	0.00	$650,000	$0	$650,000
Total Changes to Base Level Funding	0.00	$222,890,788	$71,684,108	$294,574,896	0.00	$83,727,127	$71,635,714	$155,362,841	0.00	($139,163,661)	($48,394)	($139,212,055)
2015-17 Total Funding	99.75	$1,940,434,113	$508,680,867	$2,449,114,980	99.75	$1,801,270,452	$508,632,473	$2,309,902,925	0.00	($139,163,661)	($48,394)	($139,212,055)

Other Sections in Senate Bill No. 2013

	Senate Version	House Version
One-time funding	Removes funding provided to the North Dakota Museum of Art from the one-time schedule and provides for an ongoing funding increase of $20,000 for a total of $435,000 from the general fund. Adds $30,000 from the general fund for computer updates related to the provision of free meals to those qualifying for reduced meals to the one-time schedule.	Adds one-time funding of $200,000 for a grant to the North Dakota Humanities Council and adjusts CPR grants of $450,000 to one-time funding.
School construction loan fund	This section is removed.	
Tuition apportionment	Section 3 provides that any money available in the state tuition fund in excess of the $219,134,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction for distribution to school districts.	Section provides that any money available in the state tuition fund in excess of the $219,134,000 appropriated in Section 1 of the bill is appropriated to the Department of Public Instruction for distribution to school districts.
Payments for 2013-15 biennium educational services	Section 4 provides that the Department of Public Instruction may use money appropriated for integrated formula payments and special education contracts for the 2015-17 biennium to pay claims due during the 2013-15 biennium but not filed with the department until the 2015-17 biennium.	Section provides that the Department of Public Instruction may use money appropriated for integrated formula payments and special education contracts for the 2015-17 biennium to pay claims due during the 2013-15 biennium but not filed with the department until the 2015-17 biennium.
Special education gifted and talented programs	Section 5 provides that the Department of Public Instruction use $800,000 of the 2015-17 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The department is to encourage cooperative efforts for gifted and talented programs among school districts and special education units. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the Department of Public Instruction to the Department of Human Services on behalf of the school district or unit.	Section provides that the Department of Public Instruction use $800,000 of the 2015-17 legislative appropriation for integrated formula payments for reimbursing school districts or special education units for gifted and talented programs. The department is to encourage cooperative efforts for gifted and talented programs among school districts and special education units. State school aid payments for special education must be reduced by the amount of matching funds required to be paid by school districts or special education units for students participating in the Medicaid program. Special education funds equal to the amount of the matching funds required to be paid by the school district or special education unit must be paid by the Department of Public Instruction to the Department of Human Services on behalf of the school district or unit.

	Senate Version	House Version
Regional education association grants	Section 6 provides for the distribution of up to $800,000 from the integrated formula payments line item for regional education association grants to assist with the cost of compensating coordinators during the 2015-17 biennium. The maximum annual grant to a regional education association is the lesser of $50,000, or 70 percent of the total compensation of the coordinator.	Section provides for the distribution of up to $800,000 from the integrated formula payments line item for regional education association grants to assist with the cost of compensating coordinators during the 2015-17 biennium. The maximum annual grant to a regional education association is the lesser of $50,000, or 70 percent of the total compensation of the coordinator.
Transportation grants	Section 7 requires the Department of Public Instruction to distribute transportation aid for the 2015-17 biennium based on the state transportation formula as it existed on June 30, 2001, except that the department is to provide reimbursement at the rate of: • One dollar and 27 cents per mile for schoolbuses having a capacity of 10 or more passengers. • Sixty cents per mile for vehicles having a capacity of nine or fewer passengers. • Sixty cents per mile round trip for family transportation of a student with a disability whose individualized education program plan requires that the student attend a school outside the student's school district of residence. • Sixty cents per mile one way for family transportation if the student lives more than two miles from the public school the student attends. • Thirty-two cents per student for each one-way trip. Section 8 also provides if any funds appropriated for transportation aid for the 2015-17 biennium remain unspent after all statutory obligations are met, the Department of Public Instruction is to prorate and distribute the remaining amounts according to the percentage of the total transportation formula amount to which each school district is entitled.	Amends the section relating to the distribution of transportation aid for the 2015-17 biennium based on the state transportation formula as it existed on June 30, 2001, except that the department is to provide reimbursement at the rate of: • One dollar and 18 cents per mile for schoolbuses having a capacity of 10 or more passengers. • Fifty-five cents per mile for vehicles having a capacity of nine or fewer passengers. • Fifty-four cents per mile round trip for family transportation of a student with a disability whose individualized education program plan requires that the student attend a school outside the student's school district of residence. • Fifty-four cents per mile one way for family transportation if the student lives more than two miles from the public school the student attends. • Thirty-two cents per student for each one-way trip. Section 8 also provides if any funds appropriated for transportation aid for the 2015-17 biennium remain unspent after all statutory obligations are met, the Department of Public Instruction is to prorate and distribute the remaining amounts according to the percentage of the total transportation formula amount to which each school district is entitled.
Rapid enrollment grants	Section 8 provides for the distribution of up to $14.8 million in one-time funding for rapid enrollment grants. Grants are distributed based on two funding tiers, districts experiencing an increase of at least 4 percent or 150 students and no less than 20 students (Tier 1) and districts experiencing an increase of at least 2 percent or 75 students and no less than 10 students (Tier 2). The section also provides that no more than $7.4 million may be provided in the first year of the biennium and if funding is not sufficient to provide all of the eligible grants, the department must prorate the payment based on the percentage of the total amount to which the school district is entitled.	Section provides for the distribution of up to $14.8 million in one-time funding for rapid enrollment grants. Grants are distributed based on two funding tiers, districts experiencing an increase of at least 4 percent or 150 students and no less than 20 students (Tier 1) and districts experiencing an increase of at least 2 percent or 75 students and no less than 10 students (Tier 2). The section also provides that no more than $7.4 million may be provided in the first year of the biennium and if funding is not sufficient to provide all of the eligible grants, the department must prorate the payment based on the percentage of the total amount to which the school district is entitled.
Continuing education grants	Section 9 provides for the distribution of up to $150,000 from the grants - other grants line item for continuing education grants. Grant awards are in amounts up to $1,200 per eligible recipient and any funding remaining after grants have been awarded to all eligible recipients must be distributed to school districts as additional per student payments based on latest average daily membership.	Section provides for the distribution of up to $150,000 from the grants - other grants line item for continuing education grants. Grant awards are in amounts up to $1,200 per eligible recipient and any funding remaining after grants have been awarded to all eligible recipients must be distributed to school districts as additional per student payments based on latest average daily membership.
Indirect cost allocation	Section 11 provides that, notwithstanding Section 54-44.1-15, the Department of Public Instruction may deposit indirect cost recoveries in its operating account. Section 54-44.1-15 otherwise provides that indirect cost recoveries be deposited in the general fund.	Section provides that, notwithstanding Section 54-44.1-15, the Department of Public Instruction may deposit indirect cost recoveries in its operating account. Section 54-44.1-15 otherwise provides that indirect cost recoveries be deposited in the general fund.

	Senate Version	House Version
Other grant reporting	Section 13 requires the Department of Public Instruction report to the 2017 Legislative Assembly regarding the cost per participant and outcomes of other grants provided by the department.	Section requires the Department of Public Instruction report to the 2017 Legislative Assembly regarding the cost per participant and outcomes of other grants provided by the department.
State school aid program	This section is removed.	
Superintendent of Public Instruction salary	Section 16 provides the statutory changes increasing the Superintendent of Public Instruction's salary. The Superintendent of Public Instruction's annual salary is increased from the current level of $113,498 to $116,903, effective July 1, 2015, and to $120,410, effective July 1, 2016, to reflect a 3 percent salary increase each year of the biennium.	Section provides the statutory changes increasing the Superintendent of Public Instruction's salary. The Superintendent of Public Instruction's annual salary is increased from the current level of $113,498 to $116,903, effective July 1, 2015, and to $120,410, effective July 1, 2016, to reflect a 3 percent salary increase each year of the biennium.
PowerSchool financial support	Section 17 removes the requirement that the Superintendent of Public Instruction forward the portion of a school district's state aid related to the PowerSchool factor to the Information Technology Department.	Section removes the requirement that the Superintendent of Public Instruction forward the portion of a school district's state aid related to the PowerSchool factor to the Information Technology Department.
School construction loans - Revolving fund	This section is removed.	
CPR grants	Adds Section 10 to provide for the distribution of CPR grants for training in middle schools.	Section to provide for the distribution of CPR grants for training in middle schools.
North Dakota motor pool	Adds Sections 18 and 19 to amend Century Code to allow the North Dakota Museum of Art to use motor pool vehicles.	Sections amend Century Code to allow the North Dakota Museum of Art to use motor pool vehicles.
Exemption-Safety Grants		A section is added to provide that any of the funds made available for safety grants during the 2013-15 biennium that remain unspent may be continued to the 2015-17 biennium.
Legislative Management Study-Transportation		A section is added to provide for a Legislative Management study of school district transportation and state reimbursement.
Legislative Management Study-Teacher Preparedness		A section is added to provide for a Legislative Management study of teacher preparation and retention, including reasons new teachers leave the profession, federal requirements for teacher preparation programs, and possible enhancements to teacher preparation programs and other programs designed to improve retention of new teachers. As part of the study the DPI must prepare exit interview forms to be completed by school districts when a teacher separates employment. Information from the exit interviews must be compiled by the DPI and the department must report to the Legislative Management regarding the data compiled from the exit interviews.
Legislative Intent-Teacher Center Networks and Regional Education Associations		A section of legislative intent is added to require that, during the 2015-17 biennium, teacher center networks merge with regional education associations and to provide mergers are complete by July 1, 2017.
Unspent state school aid - 2013-15 Biennium - Restriction		A section is added to remove the authority to use unspent 2013-15 biennium state school aid for a early childhood education study as provided in Section 28 of Senate Bill No. 2031.

2
SB 2013
4-20-15
Conf.

STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION
COMPARISON OF 2015-17 BIENNIUM EXECUTIVE BUDGET TO 2013-15 APPROPRIATION AND TO 2015-17 HOUSE AND SENATE VERSIONS

	2015-17 Executive Budget	2015-17 Executive Budget Increase (Decrease) Compared to 2013-15 Appropriation	2015-17 Senate Version	2015-17 Senate Version Increase (Decrease) Compared to Executive Budget	2015-17 House Version	2015-17 House Version Increase (Decrease) Compared to Senate Version	2015-17 House Version Increase (Decrease) Compared to Executive Budget
State school aid program							
State school aid - Integrated formula payments	$1,900,000,000 [1]	$147,900,000	$2,030,800,000	$130,800,000	$1,897,000,000	($133,800,000)	($3,000,000)
Transportation aid payments	60,000,000	6,500,000	60,000,000	0	57,000,000	(3,000,000)	(3,000,000)
Rapid enrollment grants	14,800,000	1,200,000	14,800,000	0	14,800,000	0	0
Special education - Contracts	17,300,000	800,000	17,300,000	0	17,300,000	0	0
Total - State school aid program	$1,992,100,000	$156,400,000	$2,122,900,000	$130,800,000	$1,986,100,000	($136,800,000)	($6,000,000)
General fund	$1,772,966,000	$77,592,000	$1,903,766,000	$130,800,000	$1,766,966,000	($136,800,000)	($6,000,000)
State tuition fund	219,134,000	78,808,000	219,134,000	0	219,134,000	0	0
Total	$1,992,100,000	$156,400,000	$2,122,900,000	$130,800,000	$1,986,100,000	($136,800,000)	($6,000,000)
Other grants - General fund							
Teacher center network	$414,000	$54,000	$414,000	$0	$360,000	($54,000)	($54,000)
School food services	1,380,000	0	1,380,000	0	1,380,000	0	0
Adult education grants	3,734,411	624,000	4,110,411	376,000	4,110,411	0	376,000
LEAD Center	267,500	7,500	267,500	0	260,000	(7,500)	(7,500)
Governor's School	460,000	0	460,000	0	460,000	0	0
National writing projects	193,000	20,000	193,000	0	173,000	(20,000)	(20,000)
Rural art outreach project	415,000	0	435,000	20,000	415,000	(20,000)	0
North Dakota Museum of Art (Outreach van)	20,000	20,000		(20,000)		0	(20,000)
North Central Council for School Television	535,000	0	535,000	0	535,000	0	0
Mentoring program	3,000,000	700,000	3,000,000	0	2,700,000	(300,000)	(300,000)
Continuing education grants	150,000	0	150,000	0	150,000	0	0
Global Bridges (Atlantik-Brucke) exchange	150,000	0	250,000	100,000	250,000	0	100,000
Young Entrepreneur education program	140,000	20,000	140,000	0	0	(140,000)	(140,000)
"We the People" program	25,000	5,000	25,000	0	20,000	(5,000)	(5,000)
Teacher and principal evaluation system	240,000	240,000	240,000	0	240,000	0	0
Curriculum alignment grants	100,000	0	100,000	0	100,000	0	0
Preschool continuing education grants	150,000	0	150,000	0	150,000	0	0
Prekindergarten space grants	125,000	0	125,000	0	125,000	0	0
Gearing Up for Kindergarten	675,000	0	675,000	0	675,000	0	0
Governing North Dakota textbook		(20,000)		0		0	0
Pathfinders Parent Project	146,106	15,000	146,106	0	0	(146,106)	(146,106)
School district safety grants		(3,000,000)		0		0	0
CPR training grants		(450,000)	450,000	450,000	450,000	0	450,000
Free breakfast/lunch program		0	1,072,000	1,072,000	205,000	(867,000)	205,000
English language learner grants		0	2,500,000	2,500,000	1,200,000	(1,300,000)	1,200,000
PowerSchool	6,000,000	6,000,000	6,000,000	0	6,000,000	0	0
Civics education grant					200,000	200,000	200,000
Medicaid matching grants					323,611	323,611	323,611
National board certification	120,000	0	120,000	0	120,000	0	0
Total - Other grants - General fund	$18,440,017	$4,235,500	$22,938,017	$4,498,000	$20,602,022	($2,335,995)	$2,162,005

	2015-17 Executive Budget	2015-17 Executive Budget Increase (Decrease) Compared to 2013-15 Appropriation	2015-17 Senate Version	2015-17 Senate Version Increase (Decrease) Compared to Executive Budget	2015-17 House Version	2015-17 House Version Increase (Decrease) Compared to Senate Version	2015-17 House Version Increase (Decrease) Compared to Executive Budget
Other grants - Other funds							
Federal grants	$253,837,705	($7,869,039)	$253,837,705	$0	$253,837,705	$0	$0
Displaced homemaker program	225,000	0	225,000	0	225,000	0	0
Total - Other grants - Other funds	$254,062,705	($7,869,039)	$254,062,705	$0	$254,062,705	$0	$0
Total state school aid and other grants - All funds	$2,264,602,722	$152,766,461	$2,399,900,722	$135,298,000	$2,260,764,727	($139,135,995)	($3,837,995)
Agency administration							
Administration - General fund	$14,113,875	$2,829,067	$13,730,096	($383,779)	$13,702,430	($27,666)	($411,445)
Funding pool for initiatives - General fund		(2,750,000)		0		0	0
Administration - Other funds	35,864,076	1,125,061	35,484,162	(379,914)	35,435,768	(48,394)	(428,308)
Total - Agency administration - All funds	$49,977,951	$1,204,128	$49,214,258	($763,693)	$49,138,198	($76,060)	($839,753)
Total Department of Public Instruction - All funds	$2,314,580,673	$153,970,589	$2,449,114,980	$134,534,307	$2,309,902,925	($139,212,055)	($4,677,748)
General fund	$1,805,519,892	$81,906,567	$1,940,434,113	$134,914,221	$1,801,270,452	($139,163,661)	($4,249,440)
General fund - Excess authority	597,475	597,475	0	(597,475)	0	0	(597,475)
Total - General fund (executive recommendation)	$1,806,117,367	$82,504,042	$1,940,434,113	$134,316,746	$1,801,270,452	($139,163,661)	($4,846,915)
Other funds	$509,060,781	$72,064,022	$508,680,867	($379,914)	$508,632,473	($48,394)	($428,308)
Other funds - Insufficient authority	(597,475)	(597,475)	0	597,475	0	0	0
Total - Other funds (executive recommendation)	$508,463,306	$71,466,547	$508,680,867	$217,561	$508,632,473	($48,394)	($428,308)
Total	$2,314,580,673	$153,970,589	$2,449,114,980	$134,534,307	$2,309,902,925	($139,212,055)	($5,275,223)
Full-time equivalent (FTE) positions	99.75	0.00	99.75	0.00	99.75	0.00	0.00

[1] The 2013 Legislative Assembly approved the implementation of a new integrated formula payment to provide school funding. In addition to state school aid, the integrated formula payment includes property tax relief. The amounts reported for state school aid include per student integrated formula payments, gifted and talented payments, and payments to regional education associations.

3
SB 2013
Conf.
4-20-15

School for the Deal - Budget No. 252
Senate Bill No. 2013
Base Level Funding Changes

	Senate Version				House Version				House Changes to Senate Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2015-17 Biennium Base Level	44.61	$7,799,379	$1,568,928	$9,368,307	44.61	$7,799,379	$1,568,928	$9,368,307	0.00	$0	$0	$0
2015-17 Ongoing Funding Changes												
Base payroll changes		$269,690	($91,285)	$178,405		$269,690	($91,285)	$178,405				$0
Salary increase - Performance		141,193	8,438	149,631		141,193	8,438	149,631				0
Salary increase - Market equity				0				0				0
Retirement contribution increase				0				0				0
Health insurance increase		220,052	8,793	228,845		184,510	4,433	188,943		(35,542)	(4,360)	(39,902)
Salary increase - Targeted equity				0				0				0
Increase funding for extraordinary repairs		65,912		65,912		65,912		65,912				0
Increase funding for equipment over $5,000			52,500	52,500			52,500	52,500				0
Remove information technology equipment over $5,000			(43,000)	(43,000)			(43,000)	(43,000)				0
Operating expense changes		50,306	89,196	139,502		50,306	89,196	139,502				0
Add 1 FTE adult services position	1.00	129,600		129,600	1.00	129,600		129,600				0
Operating expenses funding changes		500,000	(500,000)	0		500,000	(500,000)	0				0
Total ongoing funding changes	1.00	$1,376,753	($475,358)	$901,395	1.00	$1,341,211	($479,718)	$861,493	0.00	($35,542)	($4,360)	($39,902)
One-time funding items												
Boiler replacement and Smith Building projects			$600,000	$600,000			$600,000	$600,000				$0
Smith Building renovations (Phase 1 of 3)				0				0				0
Total one-time funding changes	0.00	$0	$600,000	$600,000	0.00	$0	$600,000	$600,000	0.00	$0	$0	$0
Total Changes to Base Level Funding	1.00	$1,376,753	$124,642	$1,501,395	1.00	$1,341,211	$120,282	$1,461,493	0.00	($35,542)	($4,360)	($39,902)
2015-17 Total Funding	45.61	$9,176,132	$1,693,570	$10,869,702	45.61	$9,140,590	$1,689,210	$10,829,800	0.00	($35,542)	($4,360)	($39,902)

Other Sections in Senate Bill No. 2013

Higher education interpreter grant program

Senate Version

Provides that $200,000 from the general fund included in the grants line item of the School for the Deaf is for the continuation of the grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired for the 2015-17 biennium. Funding appropriated for this program is not subject to North Dakota Century Code Section 54-44.1-11. In addition, the section requires the School for the Deaf develop a formula for distribution of the funds based on a uniform hourly reimbursement and may not distribute more than 50 percent of the amount appropriated during the first year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf is to provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.

House Version

Provides that $200,000 from the general fund included in the grants line item of the School for the Deaf is for the continuation of the grants program to assist institutions under the control of the State Board of Higher Education with the cost of interpreters and real-time captioning for students who are deaf or hearing impaired for the 2015-17 biennium. Funding appropriated for this program is not subject to North Dakota Century Code Section 54-44.1-11. In addition, the section requires the School for the Deaf develop a formula for distribution of the funds based on a uniform hourly reimbursement and may not distribute more than 50 percent of the amount appropriated during the first year of the biennium. If any grant funding remains undistributed at the end of the biennium, the School for the Deaf is to provide additional prorated grants to institutions that during the biennium incurred hourly expenses in excess of the formula reimbursement level.

North Dakota Vision Services - School for the Blind - Budget No. 253
Senate Bill No. 2013
Base Level Funding Changes

#4
SB2013
4-20-15
Conf

	Senate Version				House Version				House Changes to Senate Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2015-17 Biennium Base Level	30.00	$4,501,586	$743,427	$5,245,013	30.00	$4,501,586	$743,427	$5,245,013	0.00	$0	$0	$0
2015-17 Ongoing Funding Changes												
Base payroll changes		$233,186	($200,739)	$32,447		$233,186	($200,739)	$32,447				$0
Salary increase - Performance		68,192	14,829	83,021		68,192	14,829	83,021				0
Salary increase - Market equity				0				0				0
Retirement contribution increase				0				0				0
Health insurance increase		119,837	18,333	138,170		102,263	11,815	114,078		(17,574)	(6,518)	(24,092)
Salary increase - Targeted equity				0				0				0
Increase funding for extraordinary repairs		14,097	(7)	14,090		14,097	(7)	14,090				0
Increase funding for operating expenses		107,200		107,200		107,200		107,200				0
Increase funding for position reclassification		49,960		49,960		49,960		49,960				0
Add funding for annual one-day low-vision clinic in public schools		5,000		5,000		5,000		5,000				0
Total ongoing funding changes	0.00	$597,472	($167,584)	$429,888	0.00	$579,898	($174,102)	$405,796	0.00	($17,574)	($6,518)	($24,092)
One-time funding items												
Server and access points			$16,000	$16,000			$16,000	$16,000				$0
Special assessment payoff			19,000	19,000			19,000	19,000				0
Building improvements				0				0				0
Equipment less than $5,000			21,000	21,000			21,000	21,000				0
Total one-time funding changes	0.00	$0	$56,000	$56,000	0.00	$0	$56,000	$56,000	0.00	$0	$0	$0
Total Changes to Base Level Funding	0.00	$597,472	($111,584)	$485,888	0.00	$579,898	($118,102)	$461,796	0.00	($17,574)	($6,518)	($24,092)
2015-17 Total Funding	30.00	$5,099,058	$631,843	$5,730,901	30.00	$5,081,484	$625,325	$5,706,809	0.00	($17,574)	($6,518)	($24,092)

Other Sections in Senate Bill No. 2013

	Senate Version	House Version
Subscription and Braille fees	Provides that money collected for subscription fees or Braille fees must be deposited in the North Dakota Vision Services - School for the Blind operating fund and is subject to appropriation by the Legislative Assembly.	Provides that money collected for subscription fees or Braille fees must be deposited in the North Dakota Vision Services - School for the Blind operating fund and is subject to appropriation by the Legislative Assembly.

#5
SB 2013
4-20-15
Conf

State Library - Budget No. 250
Senate Bill No. 2013
Base Level Funding Changes

	Senate Version				House Version				House Changes to Senate Version			
	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total	FTE Positions	General Fund	Other Funds	Total
2015-17 Biennium Base Level	29.75	$5,875,988	$2,394,145	$8,270,133	29.75	$5,875,988	$2,394,145	$8,270,133	0.00	$0	$0	$0
2015-17 Ongoing Funding Changes												
Base payroll changes		$56,853	$23,076	$79,929		$56,853	$23,076	$79,929				$0
Salary increase - Performance		128,060	10,835	138,895		128,060	10,835	138,895				0
Salary increase - Market equity				0				0				0
Retirement contribution increase				0				0				0
Health insurance increase		118,331	11,205	129,536		96,254	10,695	106,949		(22,077)	(510)	(22,587)
Salary increase - Targeted equity				0				0				0
State aid to libraries increase		366,500		366,500		366,500		366,500				0
Total ongoing funding changes	0.00	$669,744	$45,116	$714,860	0.00	$647,667	$44,606	$692,273	0.00	($22,077)	($510)	($22,587)
One-time funding items												
Library repair grants		$250,000		$250,000		$250,000		$250,000				$0
Total one-time funding changes	0.00	$250,000	$0	$250,000	0.00	$250,000	$0	$250,000	0.00	$0	$0	$0
Total Changes to Base Level Funding	0.00	$919,744	$45,116	$964,860	0.00	$897,667	$44,606	$942,273	0.00	($22,077)	($510)	($22,587)
2015-17 Total Funding	29.75	$6,795,732	$2,439,261	$9,234,993	29.75	$6,773,655	$2,438,751	$9,212,406	0.00	($22,077)	($510)	($22,587)

Other Sections in Senate Bill No. 2013

	Senate Version	House Version
State aid to public libraries	Provides that of the $2,133,000 provided for aid to public libraries, no more than one-half is to be spent during the first year of the biennium.	Provides that of the $2,133,000 provided for aid to public libraries, no more than one-half is to be spent during the first year of the biennium.
State Library operating fund	Establishes a State Library fund. Funds received for book replacement, cataloging services, and other miscellaneous library services are to be deposited in the fund and may be spent pursuant to legislative appropriation.	Establishes a State Library fund. Funds received for book replacement, cataloging services, and other miscellaneous library services are to be deposited in the fund and may be spent pursuant to legislative appropriation.

15.8146.02012
Title.

Prepared by the Legislative Council staff

April 17, 2015

#1
4.24.15
Conf.
SB 2013

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

That the House recede from its amendments as printed on pages 1530 through 1536 of the Senate Journal and pages 1647 through 1653 of the House Journal and the Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 7, after "state" insert "; and to provide for a legislative management study"

Page 13, after line 18, insert:

"**SECTION 21.LEGISLATIVE MANAGEMENT STUDY - EDUCATIONAL SERVICE PROVIDERS.** During the 2015-16 interim, the legislative management shall consider studying the effectiveness and efficiency of educational service providers, including regional education associations, the education standards and practices board, EduTech, the center for distance education, the North Dakota STEM network, and the teacher center network. The study shall examine organizational, structural, administrative, and supervisory options for strengthening the role and function of the named entities and ensuring the optimal provision of services to students, teachers, schools, and school districts throughout the state. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly."

Renumber accordingly

SB 2013
#2
4-24-15
Conf.

15.8146.02013
Title.

Prepared by the Legislative Council staff for
Senator Holmberg
April 23, 2015

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

Page 9, line 9, after "grants" insert "for training made available to students at both the high school and middle school levels"

Page 9, line 9, remove "in"

Page 9, remove line 10

Page 9, line 11, replace "available to students at both the high school and middle school levels" with "below"

Page 9, after line 11, insert:

"1. A school district may be eligible for reimbursement under this section if the school district utilizes one class period in a required course of the district's choosing, for the purpose of providing instruction in cardiopulmonary resuscitation to as many students as possible. A nonpublic school may be eligible for reimbursement under this section if the nonpublic school utilizes one class period in a required course of the school's choosing, for the purpose of providing instruction in cardiopulmonary resuscitation to as many students as possible. The training must:

a. Conform to the most recent national evidence-based American heart association guidelines for cardiopulmonary resuscitation and emergency cardiovascular care;

b. Be conducted according to guidelines established by the American heart association, the American red cross, or some other nationally recognized nonprofit organization;

c. Include the practice of chest compressions;

d. Include instruction in the use of an automated external defibrillator; and

e. Use course curriculum which allows for demonstration of competency in performing cardiopulmonary resuscitation and associated skills, including automated external defibrillator and first aid, gained through psychomotor skills practice based on current national guidelines.

2. a. Upon completion of the training, each school district and nonpublic school may submit to the superintendent of public instruction documentation verifying the training and any expenses incurred in providing the training.

b. For purposes of this section, "reimbursable expenses" include costs for instructors, training staff as instructors, instructional materials, and training manequins.

c. A school district's reimbursement may not exceed the equivalent of $15 multiplied by the number of district students undergoing the training during the first year of the biennium and $15 multiplied by the

number of district students undergoing the training during the second year of the biennium, based on the number of hours and level of certification offered. A nonpublic school's reimbursement may not exceed the equivalent of $15 multiplied by the number of the school's students undergoing the training during the first year of the biennium and $15 multiplied by the number of the school's students undergoing the training during the second year of the biennium, based on the number of hours and level of certification offered.

3. School districts and nonpublic schools may combine with other school districts and nonpublic schools to provide the training or direct that a regional education association provide or facilitate the training.

4. The superintendent of public instruction shall provide the reimbursements to school districts and nonpublic schools in accordance with the order in which completed requests are received."

Renumber accordingly

SB2013 2-27-15 Att 1
Conf.

STATE SCHOOL AID, OTHER GRANTS, AND DEPARTMENT OF PUBLIC INSTRUCTION ADMINISTRATION
COMPARISON OF 2015-17 BIENNIUM EXECUTIVE BUDGET TO 2013-15 APPROPRIATION AND TO 2015-17 HOUSE AND SENATE VERSIONS

	2013-15 Appropriation	2015-17 Executive Budget	2015-17 Senate Version	2015-17 House Version	2015-17 Conference Version	2015-17 Conference Version Increase (Decrease) Compared to Senate Version	2015-17 Conference Version Increase (Decrease) Compared to House Version
State school aid program							
State school aid - Integrated formula payments	$1,752,100,000 [1]	$1,900,000,000 [1]	$2,030,800,000	$1,897,000,000	$1,916,640,000	($114,160,000)	$19,640,000
Transportation aid payments	53,500,000	60,000,000	60,000,000	57,000,000	60,000,000	0	3,000,000
Rapid enrollment grants	13,600,000	14,800,000	14,800,000	14,800,000	14,800,000	0	0
Special education - Contracts	16,500,000	17,300,000	17,300,000	17,300,000	17,300,000	0	0
Total - State school aid program	$1,835,700,000	$1,992,100,000	$2,122,900,000	$1,986,100,000	$2,008,740,000	($114,160,000)	$22,640,000
General fund	$1,695,374,000	$1,772,966,000	$1,903,766,000	$1,766,966,000	$1,789,606,000	($114,160,000)	$22,640,000
State tuition fund	140,326,000	219,134,000	219,134,000	219,134,000	219,134,000	0	0
Total	$1,835,700,000	$1,992,100,000	$2,122,900,000	$1,986,100,000	$2,008,740,000	($114,160,000)	$22,640,000
Other grants - General fund							
Teacher center network	$360,000	$414,000	$414,000	$360,000	$360,000	($54,000)	$0
School food services	1,380,000	1,380,000	1,380,000	1,380,000	1,380,000	0	0
Adult education grants	3,110,411	3,734,411	4,110,411	4,110,411	4,110,411	0	0
LEAD Center	260,000	267,500	267,500	260,000	267,500	0	7,500
Governor's School	460,000	460,000	460,000	460,000	460,000	0	0
National writing projects	173,000	193,000	193,000	173,000	193,000	0	20,000
Rural art outreach project	415,000	415,000	435,000	415,000	435,000	0	20,000
North Dakota Museum of Art (Outreach van)		20,000				0	0
North Central Council for School Television	535,000	535,000	535,000	535,000	535,000	0	0
Mentoring program	2,300,000	3,000,000	3,000,000	2,700,000	2,700,000	(300,000)	0
Continuing education grants	150,000	150,000	150,000	150,000	150,000	0	0
Global Bridges (Atlantik-Brucke) exchange	150,000	150,000	250,000	250,000	250,000	0	0
Young Entrepreneur education program	120,000	140,000	140,000	0	100,000	(40,000)	100,000
"We the People" program	20,000	25,000	25,000	20,000	25,000	0	5,000
Teacher and principal evaluation system		240,000	240,000	240,000	240,000	0	0
Curriculum alignment grants	100,000	100,000	100,000	100,000	100,000	0	0
Preschool continuing education grants	150,000	150,000	150,000	150,000	150,000	0	0
Prekindergarten space grants	125,000	125,000	125,000	125,000	125,000	0	0
Gearing Up for Kindergarten	675,000	675,000	675,000	675,000	675,000	0	0
Governing North Dakota textbook	20,000					0	0
Pathfinders Parent Project	131,106	146,106	146,106	0	120,000	(26,106)	120,000
School district safety grants	3,000,000					0	0
CPR training grants	450,000		450,000	450,000	450,000	0	0
Free breakfast/lunch program			1,072,000	205,000	205,000	(867,000)	0
English language learner grants			2,500,000	1,200,000	1,000,000	(1,500,000)	(200,000)
PowerSchool		6,000,000	6,000,000	6,000,000	6,000,000	0	0
Civics education grant				200,000	200,000	200,000	0
Medicaid matching grants				323,611	323,611	323,611	0
National board certification	120,000	120,000	120,000	120,000	120,000	0	0
Total - Other grants - General fund	$14,204,517	$18,440,017	$22,938,017	$20,602,022	$20,674,522	($2,263,495)	$72,500

	2013-15 Appropriation	2015-17 Executive Budget	2015-17 Senate Version	2015-17 House Version	2015-17 Conference Version	2015-17 Conference Version Increase (Decrease) Compared to Senate Version	2015-17 Conference Version Increase (Decrease) Compared to House Version
Other grants - Other funds							
Federal grants	$261,706,744	$253,837,705	$253,837,705	$253,837,705	$253,837,705	$0	$0
Displaced homemaker program	225,000	225,000	225,000	225,000	225,000	0	0
Total - Other grants - Other funds	$261,931,744	$254,062,705	$254,062,705	$254,062,705	$254,062,705	$0	$0
Total state school aid and other grants - All funds	$2,111,836,261	$2,264,602,722	$2,399,900,722	$2,260,764,727	$2,283,477,227	($116,423,495)	$22,712,500
Agency administration							
Administration - General fund	$11,284,808	$14,113,875	$13,730,096	$13,702,430	$13,702,430	($27,666)	$0
Funding pool for initiatives - General fund	2,750,000					0	0
Administration - Other funds	34,739,015	35,864,076	35,484,162	35,435,768	35,435,768	(48,394)	0
Total - Agency administration - All funds	$48,773,823	$49,977,951	$49,214,258	$49,138,198	$49,138,198	($76,060)	$0
Total Department of Public Instruction - All funds	$2,160,610,084	$2,314,580,673	$2,449,114,980	$2,309,902,925	$2,332,615,425	($116,499,555)	$22,712,500
General fund	$1,723,613,325	$1,805,519,892	$1,940,434,113	$1,801,270,452	$1,823,982,952	($116,451,161)	$22,712,500
General fund - Excess authority		597,475	0	0	0	0	0
Total - General fund (executive recommendation)	$1,723,613,325	$1,806,117,367	$1,940,434,113	$1,801,270,452	$1,823,982,952	($116,451,161)	$22,712,500
Other funds	$436,996,759	$509,060,781	$508,680,867	$508,632,473	$508,632,473	($48,394)	$0
Other funds - Insufficient authority		(597,475)	0	0	0	0	0
Total - Other funds (executive recommendation)	$436,996,759	$508,463,306	$508,680,867	$508,632,473	$508,632,473	($48,394)	$0
Total	$2,160,610,084	$2,314,580,673	$2,449,114,980	$2,309,902,925	$2,332,615,425	($116,499,555)	$22,712,500
Full-time equivalent (FTE) positions	99.75	99.75	99.75	99.75	99.75	0.00	0.00

SB 2013
#2
Conf
4-27-15

15.8146.02014
Title.
Fiscal No. 1

Prepared by the Legislative Council staff for
Conference Committee
April 25, 2015

PROPOSED AMENDMENTS TO ENGROSSED SENATE BILL NO. 2013

That the House recede from its amendments as printed on pages 1530-1536 of the Senate Journal and pages 1647-1653 of the House Journal and that Engrossed Senate Bill No. 2013 be amended as follows:

Page 1, line 7, after "state" insert "; to provide an exemption; to provide a statement of legislative intent; and to provide for legislative management studies"

Page 1, remove lines 20 through 24

Page 2, replace lines 1 through 10 with:

"Salaries and wages	$15,940,953	$2,339,053	$18,280,006
Accrued leave payments	322,068	(322,068)	0
Operating expenses	29,430,802	1,397,390	30,828,192
Integrated formula payments	1,752,100,000	164,540,000	1,916,640,000
Grants - special education contracts	16,500,000	800,000	17,300,000
Grants - transportation	53,500,000	6,500,000	60,000,000
Grants - other grants	272,996,261	(4,379,034)	268,617,227
PowerSchool	0	6,000,000	6,000,000
Rapid enrollment grants	13,600,000	1,200,000	14,800,000
Transportation efficiency	30,000	0	30,000
National board certification	120,000	0	120,000
Total all funds	$2,154,540,084	$178,075,341	$2,332,615,425
Less estimated income	436,996,759	71,635,714	508,632,473
Total general fund	$1,717,543,325	$106,439,627	$1,823,982,952
Full-time equivalent positions	99.75	0.00	99.75"

Page 2, replace lines 15 through 22 with:

"Salaries and wages	$3,780,053	$401,127	$4,181,180
Accrued leave payments	75,354	(75,354)	0
Operating expenses	1,895,726	0	1,895,726
Grants	2,519,000	616,500	3,135,500
Total all funds	$8,270,133	$942,273	$9,212,406
Less estimated income	2,394,145	44,606	2,438,751
Total general fund	$5,875,988	$897,667	$6,773,655
Full-time equivalent positions	29.75	0.00	29.75"

Page 2, remove lines 27 through 31

Page 3, replace lines 1 through 4 with:

"Salaries and wages	$6,932,905	$781,425	$7,714,330
Accrued leave payments	134,846	(134,846)	0
Operating expenses	1,908,794	139,502	2,048,296
Capital assets	191,762	675,412	867,174
Grants	200,000	0	200,000
Total all funds	$9,368,307	$1,461,493	$10,829,800
Less estimated income	1,568,928	120,282	1,689,210

1.1

Total general fund	$7,799,379	$1,341,211	$9,140,590
Full-time equivalent positions	44.61	1.00	45.61"

Page 3, replace lines 9 through 16 with:

"Salaries and wages	$4,415,180	$344,969	$4,760,149
Accrued leave payments	87,463	(87,463)	0
Operating expenses	707,006	157,700	864,706
Capital assets	35,364	46,590	81,954
Total all funds	$5,245,013	$461,796	$5,706,809
Less estimated income	743,427	(118,102)	625,325
Total general fund	$4,501,586	$579,898	$5,081,484
Full-time equivalent positions	30.00	0.00	30.00"

Page 3, replace lines 21 through 23 with:

"Grand total general fund	$1,735,720,278	$109,258,403	$1,844,978,681
Grand total special funds	441,703,259	71,682,500	513,385,759
Grand total all funds	$2,177,423,537	$180,940,903	$2,358,364,440"

Page 4, after line 3, insert:

" Civics education grant	0	200,000
Cardiopulmonary resuscitation training grants	0	450,000"

Page 4, replace line 6 with:

" Total department of public instruction - general fund	$6,070,000	$15,480,000"

Page 4, replace lines 24 through 26 with:

"Grand total - all funds	$10,375,095	$16,386,000
Grand total - estimated income	1,112,588	656,000
Grand total - general fund	$9,262,507	$15,730,000"

Page 9, line 9, after "grants" insert "for training made available to students at both the high school and middle school levels"

Page 9, line 9, remove "in"

Page 9, remove line 10

Page 9, line 11, replace "available to students at both the high school and middle school levels" with "below"

Page 9, after line 11, insert:

"1. A school district may be eligible for reimbursement under this section if the school district utilizes one class period in a required course of the district's choosing, for the purpose of providing instruction in cardiopulmonary resuscitation to as many students as possible. A nonpublic school may be eligible for reimbursement under this section if the nonpublic school utilizes one class period in a required course of the school's choosing, for the purpose of providing instruction in cardiopulmonary resuscitation to as many students as possible. The training must:

a. Conform to the most recent national evidence-based American heart association guidelines for cardiopulmonary resuscitation and emergency cardiovascular care;

b. Be conducted according to guidelines established by the American heart association, the American red cross, or some other nationally recognized nonprofit organization;

c. Include the practice of chest compressions;

d. Include instruction in the use of an automated external defibrillator; and

e. Use course curriculum which allows for demonstration of competency in performing cardiopulmonary resuscitation and associated skills, including automated external defibrillator and first aid, gained through psychomotor skills practice based on current national guidelines.

2. a. Upon completion of the training, each school district and nonpublic school may submit to the superintendent of public instruction documentation verifying the training and any expenses incurred in providing the training.

b. For purposes of this section, "reimbursable expenses" include costs for instructors, training staff as instructors, instructional materials, and training manikins.

c. A school district's reimbursement may not exceed the equivalent of $15 multiplied by the number of district students undergoing the training during the first year of the biennium and $15 multiplied by the number of district students undergoing the training during the second year of the biennium, based on the number of hours and level of certification offered. A nonpublic school's reimbursement may not exceed the equivalent of $15 multiplied by the number of the school's students undergoing the training during the first year of the biennium and $15 multiplied by the number of the school's students undergoing the training during the second year of the biennium, based on the number of hours and level of certification offered.

3. School districts and nonpublic schools may combine with other school districts and nonpublic schools to provide the training or direct that a regional education association provide or facilitate the training.

4. The superintendent of public instruction shall provide the reimbursements to school districts and nonpublic schools in accordance with the order in which completed requests are received."

Page 9, after line 13, insert:

"**SECTION 12. EXEMPTION - SAFETY GRANTS.** The amount appropriated for school district safety grants in section 1 of chapter 59 of the 2013 Session Laws is not subject to section 54-44.1-11 and any unexpended funds are available for school district safety grants during the biennium beginning July 1, 2015, and ending June 30, 2017.

SECTION 13. UNSPENT GRANTS - STATE SCHOOL AID RESTRICTION - 2013-15 BIENNIUM. Not withstanding any provisions of Senate Bill No. 2031, as approved by the sixty-fourth legislative assembly, the superintendent of public instruction may not spend any of the moneys remaining in the grants - state school aid

line item to contract for a study of the impact of early childhood education provider grants during the 2015-17 biennium."

Page 13, after line 18, insert:

"**SECTION 23. LEGISLATIVE INTENT - REGIONAL EDUCATION ASSOCIATIONS AND THE NORTH DAKOTA TEACHER CENTER NETWORK.** It is the intent of the sixty-fourth legislative assembly that, during the 2015-17 biennium, the North Dakota teacher center network merge with regional education associations and that the mergers be complete by July 1, 2017.

SECTION 24. LEGISLATIVE MANAGEMENT STUDY - SCHOOL DISTRICT TRANSPORTATION. During the 2015-16 interim, the legislative management shall consider studying school district transportation and state reimbursement for transportation. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly.

SECTION 25. LEGISLATIVE MANAGEMENT STUDY - TEACHER PREPARATION AND RETENTION. During the 2015-16 interim, the legislative management shall consider studying teacher preparation and retention, including reasons new teachers leave the profession, federal requirements for teacher preparation programs, and possible enhancements to teacher preparation programs and other programs designed to improve retention of new teachers. As part of the study the superintendent of public instruction shall prepare exit interview forms to be completed by school districts when a teacher separates employment. The superintendent of public instruction shall compile the information from the exit interviews and provide a report to the legislative management. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly.

SECTION 26. LEGISLATIVE MANAGEMENT STUDY - EDUCATIONAL SERVICE PROVIDERS. During the 2015-16 interim, the legislative management shall consider studying the effectiveness and efficiency of educational service providers, including regional education associations, the education standards and practices board, EduTech, the center for distance education, the North Dakota STEM network, and the teacher center network. The study shall examine organizational, structural, administrative, and supervisory options for strengthening the role and function of the named entities and ensuring the optimal provision of services to students, teachers, schools, and school districts throughout the state. The legislative management shall report its findings and recommendations, together with any legislation required to implement the recommendations, to the sixty-fifth legislative assembly."

Renumber accordingly

STATEMENT OF PURPOSE OF AMENDMENT:

Senate Bill No. 2013 - Summary of Conference Committee Action

	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Department of Public Instruction						
Total all funds	$2,154,540,084	$2,449,114,980	($116,499,555)	$2,332,615,425	$2,309,902,925	$22,712,500
Less estimated income	436,996,759	508,680,867	(48,394)	508,632,473	508,632,473	0
General fund	$1,717,543,325	$1,940,434,113	($116,451,161)	$1,823,982,952	$1,801,270,452	$22,712,500

1.4

State Library						
Total all funds	$8,270,133	$9,234,993	($22,587)	$9,212,406	$9,212,406	$0
Less estimated income	2,394,145	2,439,261	(510)	2,438,751	2,438,751	0
General fund	$5,875,988	$6,795,732	($22,077)	$6,773,655	$6,773,655	$0
School for the Deaf						
Total all funds	$9,368,307	$10,869,702	($39,902)	$10,829,800	$10,829,800	$0
Less estimated income	1,568,928	1,693,570	(4,360)	1,689,210	1,689,210	0
General fund	$7,799,379	$9,176,132	($35,542)	$9,140,590	$9,140,590	$0
Vision Services - School for the Blind						
Total all funds	$5,245,013	$5,730,901	($24,092)	$5,706,809	$5,706,809	$0
Less estimated income	743,427	631,843	(6,518)	625,325	625,325	0
General fund	$4,501,586	$5,099,058	($17,574)	$5,081,484	$5,081,484	$0
Bill total						
Total all funds	$2,177,423,537	$2,474,950,576	($116,586,136)	$2,358,364,440	$2,335,651,940	$22,712,500
Less estimated income	441,703,259	513,445,541	(59,782)	513,385,759	513,385,759	0
General fund	$1,735,720,278	$1,961,505,035	($116,526,354)	$1,844,978,681	$1,822,266,181	$22,712,500

Senate Bill No. 2013 - Department of Public Instruction - Conference Committee Action

	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Salaries and wages	$15,940,953	$18,356,066	($76,060)	$18,280,006	$18,280,006	
Operating expenses	29,430,802	30,828,192		30,828,192	30,828,192	
Integrated formula payments	1,752,100,000	2,030,800,000	(114,160,000)	1,916,640,000	1,897,000,000	19,640,000
Grants - special education contracts	16,500,000	17,300,000		17,300,000	17,300,000	
Grants - transportation	53,500,000	60,000,000		60,000,000	57,000,000	3,000,000
Grants - other grants	272,996,261	270,880,722	(2,263,495)	268,617,227	268,544,727	72,500
Rapid enrollment grants	13,600,000	14,800,000		14,800,000	14,800,000	
Transportation efficiency	30,000	30,000		30,000	30,000	
National board certification	120,000	120,000		120,000	120,000	
Accrued leave payments	322,068					
PowerSchool		6,000,000		6,000,000	6,000,000	
Total all funds	$2,154,540,084	$2,449,114,980	($116,499,555)	$2,332,615,425	$2,309,902,925	$22,712,500
Less estimated income	436,996,759	508,680,867	(48,394)	508,632,473	508,632,473	0
General fund	$1,717,543,325	$1,940,434,113	($116,451,161)	$1,823,982,952	$1,801,270,452	$22,712,500
FTE	99.75	99.75	0.00	99.75	99.75	0.00

Department No. 201 - Department of Public Instruction - Detail of Conference Committee Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Adjusts Funding for English Language Learner Grants[2]	Adjusts Funding for Integrated Formula Payments[3]	Adds Funding for Medicaid Matching Requirements[4]	Decreases Funding for Free Meals to Students Eligible for Reduced Meals[5]	Adds One-Time Funding for Civics Education Grant[6]
Salaries and wages	($76,060)					
Operating expenses						
Integrated formula payments			(114,160,000)			
Grants - special education contracts						
Grants - transportation						
Grants - other grants		(1,500,000)		323,611	(867,000)	200,000
Rapid enrollment grants						
Transportation efficiency						
National board certification						
Accrued leave payments						
PowerSchool						
Total all funds	($76,060)	($1,500,000)	($114,160,000)	$323,611	($867,000)	$200,000
Less estimated income	(48,394)	0	0	0	0	0

General fund	($27,666)	($1,500,000)	($114,160,000)	$323,611	($867,000)	$200,000
FTE	0.00	0.00	0.00	0.00	0.00	0.00

	Adjusts Funding for Other Grants[7]	Total Conference Committee Changes
Salaries and wages		($76,060)
Operating expenses		
Integrated formula payments		(114,160,000)
Grants - special education contracts		
Grants - transportation		
Grants - other grants	(420,106)	(2,263,495)
Rapid enrollment grants		
Transportation efficiency		
National board certification		
Accrued leave payments		
PowerSchool		
Total all funds	($420,106)	($116,499,555)
Less estimated income	0	(48,394)
General fund	($420,106)	($116,451,161)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

[2] Funding for English language learner grants included in Senate Bill No. 2031 is adjusted to provide a total of $1 million from the general fund. This level of funding is $1.5 million less than the Senate version of $2.5 million and $200,000 less than the House version of $1.2 million. The executive recommendation did not include English language leaner grants.

[3] Integrated formula payments are reduced based on conference committee amendments to Senate Bill No. 2031, to provide a total of $1,916,640,000, of which $219,134,000 is from the state tuition fund and $1,697,506,000 is from the general fund. This level of funding represents a $164,540,000 increase from 2013-15 base level integrated formula payments, a $16,640,000 increase from the executive recommendation, and a $19,640,000 increase from the House version. Funding for integrated formula payments is adjusted by the conference committee as follows:

Per student integrated formula payment rates are adjusted to provide for 3 percent per year increases during the 2015-17 biennium. The Senate provided an average increase of 3.65 percent per year and the House provided for 2 percent per year increases in the integrated formula payment rates.	($17,080,000)
Increases in the "at-risk" factor are removed, the same as the House version.	(45,100,000)
Formula payments are adjusted for anticipated increases in mineral payments provided to school districts as a result of changes to the oil tax distribution formula.	(7,500,000)
Additional property tax relief added by the Senate is removed, the same as the House version.	(22,000,000)
Additional professional development days added by the Senate are removed, the same as the House version.	(20,000,000)
Increases to the English language learner factors included in the executive recommendation and the Senate version are adjusted. The House version did not include funding for increased English language learner factors.	(650,000)
Regional education association factor increases included in the executive recommendation and the Senate version are removed, the same as the House version.	(420,000)
Increases to the school size weighting factors added by the Senate are adjusted. The House version did not include funding for increased school size weighting factors.	(1,410,000)
Total conference committee adjustment to integrated formula payments.	($114,160,000)

[4] Funding is added for Medicaid matching requirements of school districts related to increased medical assistance payment rates for physical, occupational, and speech therapy services, the same as the House version.

[5] Funding added by the Senate to provide free breakfast and lunch to students eligible for reduced meals is decreased to provide a total of $205,000 from the general fund to provide free breakfast to students eligible for reduced meals, the same as the House version.

[6] One-time funding is added to provide for a passthrough grant to the North Dakota Humanities Council for the development of elementary and secondary civics education, the same as the House version.

[7] Funding is reduced for the following other grants provided from the general fund:

	General Fund (Decrease)	Total General Fund
Mentoring program	($300,000)	$2,700,000
Teacher center network	(54,000)	360,000
North Dakota Young Entrepreneur education program	(40,000)	100,000
Pathfinders Parent project	(26,106)	120,000
Total general fund	($420,106)	$3,280,000

The conference committee restored funding increases for the LEAD Center, rural art outreach program, "We the People" program, and national writing projects included in the executive recommendation and in the Senate version, but removed by the House. The conference committee also restored a portion of the funding for the North Dakota Young Entrepreneur education program and the Pathfinders Parent project which were not funded in the House version.

The conference committee did not restore funding reductions made by the House for the mentoring program or the teacher center network.

This amendment also:

- Designates funding for CPR grants ($450,000) as one-time funding from the general fund, the same as the House version.
- Amends a section related to the distribution of cardiopulmonary resuscitation training grants to include middle school students, remove the matching requirement, and provide a $15 reimbursement. The House and Senate versions provided grants be distributed based on 2013 Session Law, but include middle school students.
- Adds an exemption to provide that any safety grant funds remaining at the end of the 2013-15 biennium may be continued to the 2015-17 biennium, the same as the House version.
- Adds a section to restrict the carryover of funds provided for state school aid during the 2013-15 biennium, the same as the House version.
- Adds a section of legislative intent to require that, during the 2015-17 biennium, teacher center networks merge with regional education associations and to provide mergers are complete by July 1, 2017, the same as the House version.
- Adds a section to provide for a Legislative Management study of school district transportation and state reimbursement, the same as the House version.
- Adds a section to provide for a Legislative Management study of teacher preparation and retention, including reasons new teachers leave the profession, federal requirements for teacher preparation programs, and possible enhancements to teacher preparation programs and other programs designed to improve retention of new teachers. As part of the study the Department of Public Instruction must prepare exit interview forms to be completed by school districts when a teacher separates employment. Information from the exit interviews must be compiled by the Department of Public Instruction and the department must report to the Legislative Management regarding the data compiled from the exit interviews, the same as the House version.
- Adds a section to provide for a Legislative Management study of the effectiveness and efficiency of educational service providers, including regional education associations, the Education Standards and Practices Board, EduTech, the Center for Distance Education, the North Dakota STEM network, and the teacher center network. This section was not included in the Senate or House version.

The conference committee did not include amendments to the section related to the distribution of transportation grants included in the House version. The House version adjusted reimbursement rates to reflect a $3 million reduction in total transportation aid grants that was restored by the conference committee.

Senate Bill No. 2013 - State Library - Conference Committee Action

	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Salaries and wages	$3,780,053	$4,203,767	($22,587)	$4,181,180	$4,181,180	
Operating expenses	1,895,726	1,895,726		1,895,726	1,895,726	
Grants	2,519,000	3,135,500		3,135,500	3,135,500	
Accrued leave payments	75,354					
Total all funds	$8,270,133	$9,234,993	($22,587)	$9,212,406	$9,212,406	$0
Less estimated income	2,394,145	2,439,261	(510)	2,438,751	2,438,751	0
General fund	$5,875,988	$6,795,732	($22,077)	$6,773,655	$6,773,655	$0
FTE	29.75	29.75	0.00	29.75	29.75	0.00

Department No. 250 - State Library - Detail of Conference Committee Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total Conference Committee Changes
Salaries and wages	($22,587)	($22,587)
Operating expenses		
Grants		
Accrued leave payments		
Total all funds	($22,587)	($22,587)
Less estimated income	(510)	(510)
General fund	($22,077)	($22,077)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

Senate Bill No. 2013 - School for the Deaf - Conference Committee Action

	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Salaries and wages	$6,932,905	$7,754,232	($39,902)	$7,714,330	$7,714,330	
Operating expenses	1,908,794	2,048,296		2,048,296	2,048,296	
Capital assets	191,762	867,174		867,174	867,174	
Grants	200,000	200,000		200,000	200,000	
Accrued leave payments	134,846					
Total all funds	$9,368,307	$10,869,702	($39,902)	$10,829,800	$10,829,800	$0
Less estimated income	1,568,928	1,693,570	(4,360)	1,689,210	1,689,210	0
General fund	$7,799,379	$9,176,132	($35,542)	$9,140,590	$9,140,590	$0
FTE	44.61	45.61	0.00	45.61	45.61	0.00

Department No. 252 - School for the Deaf - Detail of Conference Committee Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total Conference Committee Changes
Salaries and wages	($39,902)	($39,902)
Operating expenses		
Capital assets		
Grants		
Accrued leave payments		
Total all funds	($39,902)	($39,902)
Less estimated income	(4,360)	(4,360)
General fund	($35,542)	($35,542)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.

Senate Bill No. 2013 - Vision Services - School for the Blind - Conference Committee Action

	Base Budget	Senate Version	Conference Committee Changes	Conference Committee Version	House Version	Comparison to House
Salaries and wages	$4,415,180	$4,784,241	($24,092)	$4,760,149	$4,760,149	
Operating expenses	707,006	864,706		864,706	864,706	
Capital assets	35,364	81,954		81,954	81,954	
Accrued leave payments	87,463					
Total all funds	$5,245,013	$5,730,901	($24,092)	$5,706,809	$5,706,809	$0
Less estimated income	743,427	631,843	(6,518)	625,325	625,325	0
General fund	$4,501,586	$5,099,058	($17,574)	$5,081,484	$5,081,484	$0
FTE	30.00	30.00	0.00	30.00	30.00	0.00

Department No. 253 - Vision Services - School for the Blind - Detail of Conference Committee Changes

	Adjusts Funding for Health Insurance Premium Increases[1]	Total Conference Committee Changes
Salaries and wages	($24,092)	($24,092)
Operating expenses		
Capital assets		
Accrued leave payments		
Total all funds	($24,092)	($24,092)
Less estimated income	(6,518)	(6,518)
General fund	($17,574)	($17,574)
FTE	0.00	0.00

[1] Funding for employee health insurance premiums is adjusted to reflect the revised premium estimate of $1,130.22 per month.